A Professional Research and Knowledge
Taxonomy for Youth Development:

Educational Design
January 1990 - July 1991

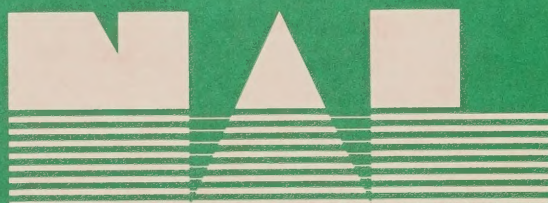A Professional Research and Knowledge
Taxonomy for Youth Development:

Educational Design
January 1990 - July 1991

Updates February 1990 issue

Rebecca S. Thompson
Youth Development Information Center

Youth
Development

United States
Department of
Agriculture

National
Agricultural
Library

Public Services
Division

Beltsville, Maryland
20705

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SYSTEM	ADDRESS CODE
ALANET	ALA1031 (SYSTEM 41)
INTERNET	LENDINGBR@ASRR.ARSUSDA.GOV
EASYLINK	62031265
ONTYME	NAL/LB
SprintMail	NALLENDING
TWX/TELEX	Number is 710-828-0506 NAL LEND. This number may only be used for ILL requests.
DIALCOM	All System57 users - access NAL via ALANET (System 41)
FTS2000	A12NALLEND
OCLC	NAL's symbol AGL need only be entered once, but it must be the last entry in the Lender string. Requests from USDA and Federal libraries may contain AGL anywhere in the Lender String.

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AG University/NAL   ILLRQ 231   9/1/91   NEED BY: 10/1/91

Interlibrary Loan Department
Agriculture University
Heartland, IA 56789

Dr. Smith Faculty Ag School

Canadian Journal of Soil Science 1988 v 68(1): 17-27
DeJong, R. Comparison of two soil-water models under semi-arid growing conditions
Ver: AGRICOLA
Remarks: Not available at IU or in region.
NAL CA: 56.8 C162

Auth: C. Johnson   CCL   Maxcost: $15.00

MORE

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A Professional Research and Knowledge Taxonomy for Youth Development:
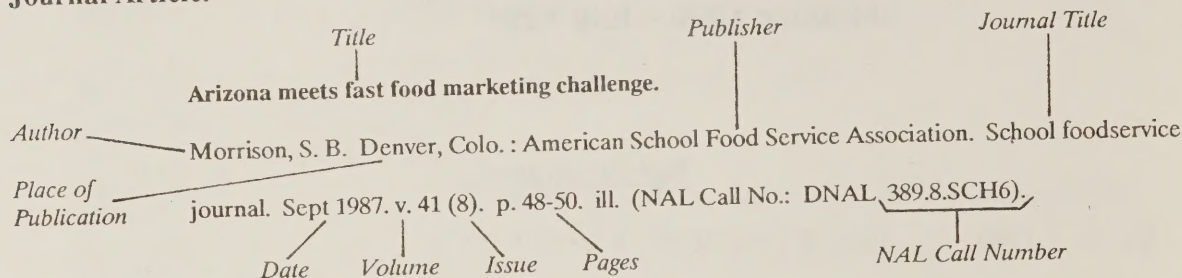
Educational Design
January 1990 - July 1991

Search Strategy

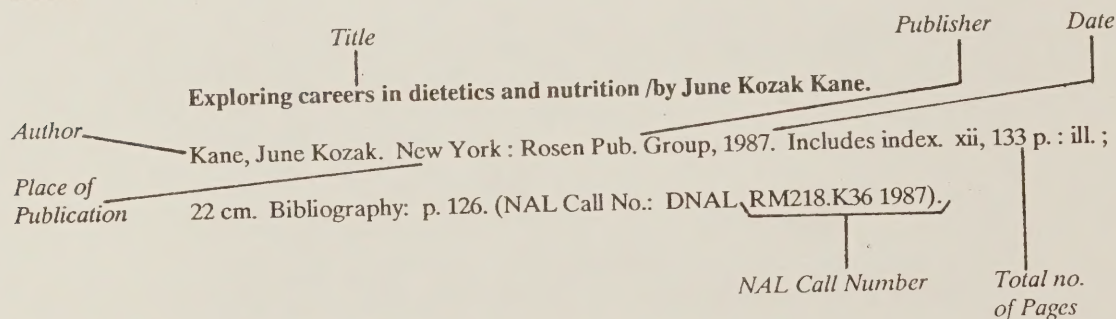|		
S1	1790	(4H( )PRK OR 4HPRK?)/ID
S2	818	S1 AND UD = 9001:9999
S3	142	S2 AND EDUCATIONAL( )DESIGN/ID

SAMPLE CITATIONS

Citations in this bibliography are from the National Agricultural Library's AGRICOLA database. An explanation of sample journal article, book, and audiovisual citations appears below.
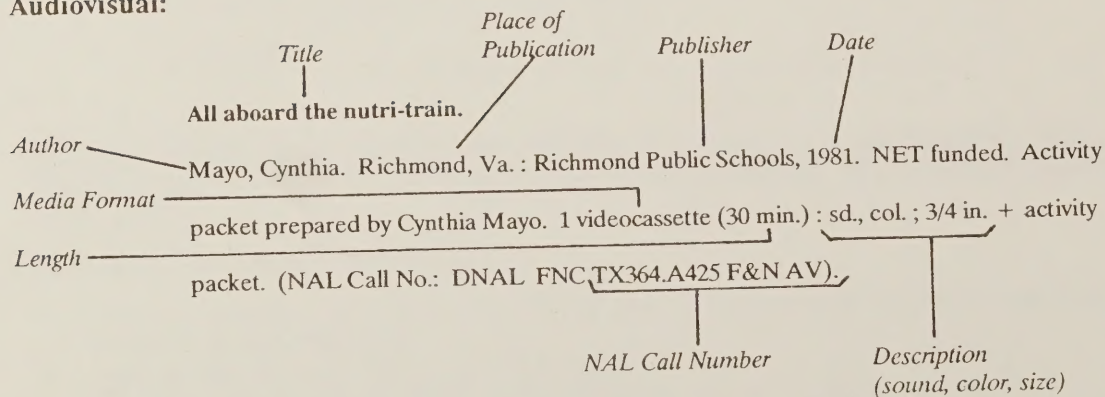
Journal Article:

Title — **Arizona meets fast food marketing challenge.**

Author — Morrison, S. B. *Publisher* Denver, Colo. : American School Food Service Association. *Journal Title* School foodservice

Place of Publication — journal. *Date* Sept 1987. *Volume* v. 41 *Issue* (8). *Pages* p. 48-50. ill. (NAL Call No.: DNAL 389.8.SCH6). *NAL Call Number*

Book:

Title — **Exploring careers in dietetics and nutrition /by June Kozak Kane.**

Author — Kane, June Kozak. New York : Rosen Pub. Group, *Publisher* *Date* 1987. Includes index. xii, 133 p. : ill. ;

Place of Publication — 22 cm. Bibliography: p. 126. (NAL Call No.: DNAL RM218.K36 1987).

NAL Call Number   *Total no. of Pages*

Audiovisual:

Title — **All aboard the nutri-train.**

Author — Mayo, Cynthia. *Place of Publication* Richmond, Va. : *Publisher* Richmond Public Schools, *Date* 1981. NET funded. Activity

Media Format — packet prepared by Cynthia Mayo. 1 videocassette (30 min.) : sd., col. ; 3/4 in. + activity

Length — packet. (NAL Call No.: DNAL FNC TX364.A425 F&N AV).

NAL Call Number   *Description (sound, color, size)*

Background

The Professional Knowledge and Research Base of Extension 4-H Youth Development (4hprk) was a project funded by the Extension Service, U.S. Department of Agriculture. Two Land-Grant Universities cooperated with officials from the Extension Service and the National Agricultural Library (NAL) to identify the knowledge and research base of Extension 4-H Youth Development education and to abstract/compile the foundation materials to strengthen research-based 4-H youth development education throughout the United States.

Professional Research Knowledge Taxonomy Created

The Cooperative Extension Service, Mississippi State University completed the identification, collection, and annotation of works of research and inquiry related to Extension 4-H Youth Development from the academic, public and private sectors. The Ohio Cooperative Extension Service completed the identification and compilation of the knowledge base dimension of the project. This compilation represents the resources most frequently identified by Extension 4-H Youth Development professionals in the States as cornerstones for their educational programs.

The resources were subsequently sorted for the use of educators according to the five (5) basic component areas that comprise the identified knowledge base from which 4-H youth development proceeds: Communication, Educational Design, Youth Development, Youth Program Management, and Volunteerism.

Resources Housed at the National Agricultural Library (NAL)

A collection of resources identified as the "4-H professional, research and knowledge base" (4hprk) is currently being assembled at NAL. Key research, books, and journal articles are being processed for the collection and subsequently added to AGRICOLA, NAL's national and international electronic database.

This bibliography, *A Professional Research and Knowledge Taxonomy for Youth Development: Educational Design*, was created by using the identifier "4hprk educational design" during a search of the AGRICOLA database. This update includes literature added to the AGRICOLA database between January 1990 and July 1991. Readers will find such subject matter as: the Cooperative Extension Service and 4-H philosophy and mission, needs assessment, program design, program implementation, and program redirection.

Copies of the publications are available through the interlibrary loan system of university and local libraries.

Accessibility to published literature is one of NAL's goals. Please refer to the "Document Delivery Services to Individuals" policy statement at the beginning of this bibliography for information on how to obtain copies of these items.

Youth Development Information Center
Established at the National Agricultural Library

One result of this tremendous effort has been the formation of the Youth Development Information Center located at NAL. A joint project of the Extension Service and the National Agricultural Library, the Center's staff assist youth development professionals access the resources of the Library. The staff also assist the National Association of Extension 4-H Agents as they continue to identify and abstract resources for the 4hprk collection.

The Center staff work with other youth development agencies and organizations in the establishment of national youth information networks. Staff also identify materials for the national collection.

Services offered by the Center's professionals include: answering specific questions, referring users to other agencies and organizations, and conducting literature searches in a variety of databases.

0001
Active learning/empowered learning.
Rosenthal, N. Washington, D.C. :
American Association for Adult &
Continuing Education. Adult learning.
Feb 1990. v. 1 (5). p. 16-18. ill. (NAL
Call No.: DNAL LC5201.A382).
There are two types of learners: passive
learners and active learners. Active
learners are self-motivated, independent
people who take responsibility for their
lives and educations. Passive learners
lack self confidence and rarely play any
role in their own education. Passive
learners are more comfortable following
whatever their teachers decide is best
for them. This article discusses how
teachers can encourage students to
become active learners through
empowerment, i.e., motivate students to
read what is interesting to them.

0002
**Adding value to leadership gets
extraordinary results.**
Sergiovanni, T.J. Alexandria, Va. :
Association for Supervision and
Curriculum Development. Educational
leadership. May 1990. v. 47 (8). p.
23-27. ill. Includes references. (NAL
Call No.: DNAL L11.E38).
Two types of leadership are described:
transactional leadership, which focuses
on extrinsic motives and needs; and
transformative, which focuses on
higher-order, intrinsic, moral motives
and needs. The author describes the
stages of leadership (leadership by
bartering, leadership by building,
leadership by bonding, and leadership by
banking) and how each stage comprises
distinct school improvement.

0003
**Adolescent literacy what works and why
/Judith Davidson and David Koppenhaver.**
Davidson, Judith, 1953-. ; Koppenhaver,
David,; 1956-. New York : Garland Pub.,
1988. Includes index. xv, 275 p. ; 23
cm. Bibliography: p. 229-260. (NAL Call
No.: DNAL LC5225.R4D3).
Abstract: This book is the result of an
investigation of reading programs that
refuse to accept the inevitability of
reading failure. This publication
explains what works and why in literacy
programs through case studies,
observations exhaustive literature
searches, and site visits. Twenty-nine
reading programs were visited and the
observations are reported here. Topics
include: the nature of adolescent
illiteracy; the Kenosha Model;
Structured Teaching in the Areas of
Reading and Writing (STAR); High
Intensity Language Training (HILT);
After-school literacy programs, summer
literacy programs; and policy
implications.

0004
**Adult development implications for staff
development /author: Judy-Arin Krupp.**
Krupp, Judy-Arin. Colchester, CT :
Regional In-Service Education ;
Manchester, CT : Judy-Arin Krupp
 distributor , c1981. vi, 160 p. : ill.
; 28 cm. Bibliography: p. 149-160. (NAL
Call No.: DNAL LC5219.K78).
Abstract: This book was designed as a
handbook to use to link stages of adult
development to staff development. The
first chapter defines relevant terms and
describes the life line. Following this
the author discusses each stage of adult
development and the implication of this
stage development. Stages included are:
late teens to early twenties, the
twenties, the thirties, the forties,
late middle adulthood, the fifties, and
the sixties into retirement.

0005
**Affective contributions of cooperative
and group goal structures.**
JLEPAX. Garibaldi, A.M. Arlington, Va. :
American Psychological Assoc. Journal of
educational psychology. This publication
is not owned by the National
Agricultural Library. Dec 1979. v. 71
(6). p. 788-794. Includes references.
(NAL Call No.: DNAL LB1051.J6).
This investigation into affective
benefits of cooperative and group goal
structures use 92 Afro-American high
school students for its study group.
Tested by these students are three
hypotheses: 1) group performance results
in higher achievement, stronger
commitment, more favorable ratings of
tasks; and more enjoyment; 2)
cooperation results in more positive
attitudes towards team members; and 3)
individualized activities results in
stronger sense of commitment, more
favorable ratings of tasks, and more
enjoyment than in competitive
activities. Most of the hypotheses were
supported in this study. The author
concludes that cooperation and group
goal structures provide the best
learning environment although further
study is recommended to optimize
learning.

0006
**Agent specialization and the 4-H PRK
model: new challenges for multicounty
staffing.**
Hutchins, G.K. Madison, Wis. : Extension
Journal. Journal of extension. Winter
1990. v. 28. p. 12-14. Includes
references. (NAL Call No.: DNAL 275.28
J82).
Agent specialization, a concept of
providing expertise closer to the point
of program delivery, was introduced by
the Minnesota Cooperative Extension
Service as a way to improve county
agents' ability to work across county
lines and across program lines. The 4-H
Professional Research and Knowledge
(PRK) model is presented. Discussed are
4-H PRK's goals, how it differs from the
other academic disciplines in Extension,
inservice training, the role of the
specialized agent and the challenges
facing extension agents.

0007
Army stay in school program.
Washington, D.C. : Youth Policy
Institute Inc. Youth policy. Twelfth of
a series. Youth at Risk. Dec 1990/Jan
1991. v. 12 (9). p. 3-6. ill. (NAL Call
No.: DNAL HV471.Y68).

The U.S. Army has organized a national program targeted at keeping high school students in school and off of drugs. The "Stay in School" message emphasizes a high school diploma is necessary as a precursor to the best opportunities, whether finding a civilian job or enlisting in the Army. The value of graduation, both financially and personally, is stressed.

0008
Baking is fun /by Linda Boeckner.
Boeckner, Linda. Lincoln, Neb. : Cooperative Extension Service, University of Nebraska, 1987 . 27 p. : ill. ; 28 cm. + 1 leader's guide. (NAL Call No.: NBU S533 F66 N42 no.269 S533 F66 N42 no.270).
In this unit of the baking projects, the 4-H member explores basic baking techniques.

0009
Begin course development with a course blueprint.
McDonald, B.A. Washington, D.C. : The National Society for Performance and Instrction. Performance & instruction. Aug 1990. v. 29 (7). p. 4-11. ill. (NAL Call No.: DNAL LB1028.5.N3).
This article describes how to design and use three generic architectural models in developing courses to teach problem solving skills, discrete skills, and job-based skills. A step-by-step process is described for each model.

0010
Biological and health sciences report of the Project 2061 Phase I Biological and Health Sciences Panel /by Mary Clark.
Clark, Mary E. Washington, D.C. : American Association for the Advancement of Science, 1989. "A Project 2061 panel report"--Cover. xi, 33 p. ; 26 cm. (NAL Call No.: DNAL QH307.2.C57).
Abstract: This report, one of five prepared by scientific panels as part of Phase 1 of Project 2061, discusses all aspects of biology and health -- their nature, principles, history, future directions, social dimensions, and relation to the other sciences and technology -- and recommends what knowledge and skills are needed for scientific literacy in these fields. Project 2061 is intended to provide the basis for educational reform in order to improve the quality fo education students on all levels will be receiving.

0011
Building teen and adult partnerships: a key to community-wide substance abuse prevention.
Groul, J. ; Klassen-Landis, M. Tucson, Ariz. : Associates for Youth Development. New designs for youth development. Fall 1989. v. 9 (4). p. 23-26. ill. (NAL Call No.: DNAL HQ793.N48).
Despite 12 years of the most extensive drug and alcohol education programs, student polls at Bainbridge Island, Washington, revealed that 70% of junior high and high school students use alcohol or drugs weekly. Schools cannot bear the sole responsibility of substance abuse prevention; parents and the community have to get involved. This article discusses the Leadership Project, a program based on the premise that building a partnership between youth and adults can open communication, provide emotional support, provide positive role models, increase self esteem, build trust, and give youth a sense of belonging within the community.

0012
Catching moonbeams in a jar: evaluation in a university public service program.
Schmidt-Posner, J. Boulder, Colo. : Association for Volunteer Administration. The Journal of volunteer administration. Fall 1989. v. 8 (1). p. 31-37. Includes references. (NAL Call No.: DNAL HV91.J68).
This article discusses the importance of evaluation in volunteer programs. The evaluation example used is of Stanford University's Haas Center of Public Service. Program intervention, building program continuity, modeling reflective behavior, fundraising and public relations support and enhanced power and credibility for students were reasons given for why evaluation should be conducted. Barriers to evaluation discussed included; inadequate resources, the broker role, student-related factors and the diversity and dynamism of programs. The professionals at the Haas Center recommend three basic elements to consider in planning evaluation: start modestly, document program implementation and internalize evaluation in the organization.

0013
Challenging at-risk students: findings from the HOTS program.
Pogrow, S. Bloomington, Ind. : The Journal. Phi Delta Kappan. Jan 1990. v. 71 (5). p. 389-397. Includes references. (NAL Call No.: DNAL LJ121.P4P4).
Its often difficult to teach someone a new skill without knowing how they think. Research from the Higher Order Thinking Skills (HOTS) project suggests that at risk children do not necessarily suffer from a knowledge deficit and would benefit from improving their thinking skills as opposed to drills and memorization. Researchers found that some of their Chapter I students were potentially quite bright but were not having their intellect stimulated with traditional teaching methods. HOTS attempts to stimulate the development of four key general thinking techniques: metacognition, inference from context, decontextualization and synthesis. Students learn to solve problems instead of just repeating knowledge that has been drilled into them. At risk students do not seem to understand "understanding." Standardized test scores indicate impressive gains have been made by at risk students in the HOTS program.

0014
Challenging fabrics /by Rose Marie Tondl.
Tondl, Rose Marie. Lincoln, Neb. :
Cooperative Extension Service,
University of Nebraska, 1990 . 14 p. :
col. ill. ; 28 cm. + 1 leader's guide.
Includes bibliographical references.
(NAL Call No.: NBU S533 F66 N42 no.306
S533 F66 N42 no.307).
Four-H members will learn to work with
new and different fabrics.

0015
Challenging patterns /by Rose Marie Tondl.
Tondl, Rose Marie. Lincoln, Neb. :
Cooperative Extension Service,
University of Nebraska, 1990 . 23 p. :
col. ill. ; 28 cm. + 1 leader's guide.
(NAL Call No.: NBU S533 F66 N42
no.304S533 F66 N42 no.305).
Four-H'ers can develop ten new
construction skills by working with more
intricate pattern designs.

0016
Changing teacher behavior: effective staff development.
Jones, E.V. ; Lowe, J. Washington, D.C.
: American Association for Adult &
Continuing Education. Adult learning.
May 1990. v. 1 (7). p. 8-10. (NAL Call
No.: DNAL LC5201.A382).
Teacher behavior in the classroom
impacts student learning. This article
identifies features common to successful
to staff development programs and
activities which can lead to changes in
teachers' classroom behavior.

0017
Children in sport: participation motives and psychological stress.
Passer, M.W. Champaign, Ill. : Human
Kinetics Publishers. Quest. This
publication is not owned by the National
Agricultural Library.~ Literature
review. 1981. v. 33 (1). p. 231-244.
Includes references. (NAL Call No.: DNAL
A00014).
A review article primarily covering the
literature on participation motivation
in youth sport and on the psychological
stress of young athletes. The major
participation reasons include
affiliation, skill development,
excitement, success and status, fitness,
and energy release. The bulk of the
article discusses the stress involved in
youth sports. Two areas are covered;
situational factors and intra-personal
factors. The type of sport activity that
has the greatest social evaluation tends
to create the greatest pre-event stress.
Youth who display high
competitive-trait-anxiety show more
stress than those with low
competitive-trait-anxiety. Also
discussed is the idea that sports are no
more stressful than other activities,
such as band or test-taking. The stress
that is felt by some participants may be
from the situational and intra-personal
factors.

0018
A closer look at needs analysis and needs assessment: whatever happened to the systems approach?.
Benjamin, S. Washington, D.C. : The
National Society for Performance and
Instrction. Performance & instruction.
Literature review. Oct 1989. v. 28 (9).
p. 12-16. Includes references. (NAL Call
No.: DNAL LB1028.5.N3).
This review of literature compares and
contrasts the current thought and
practice as it relates to analysis and
needs assessment. The author offers
recommendations designed to restore
systems thinking to the front-end
analysis.

0019
Closing the gap between instructional theory and practice.
Robbins, D.M. Washington, D.C. : The
National Society for Performance and
Instrction. Performance & instruction.
Feb 1990. v. 29 (2). p. 12-13. (NAL Call
No.: DNAL LB1028.5.N3).
As a train-the-trainer instructor, the
author outlines a method to help
workshop participants learn and apply
principles of effective instruction. By
defining what they as learners like and
dislike in instruction, workshop
participants develop a checklist by
which they can monitor effective
instruction.

0020
Cognitive-motivational influences on the task-related help-seeking behavior of black children.
CHDEAW. Nelson-Le Gall, S. ; Jones, E.
Chicago, Ill. : University of Chicago
Press. Child development. Apr 1990. v.
61 (2). p. 581-589. Includes references.
(NAL Call No.: DNAL RJ1.C3).
The present study examined the relation
between children's mastery motivation
performance, and task-related
help-seeking behavior during task
performance. Average-achieving black
American children, varying in mastery
motivation as measured by subscales of
the Harter's Intrinsic-Extrinsic
Orientation in the Classroom Scale,
performed a multitrial verbal task and
were given the opportunity to seek help
on each trial after making a tentative
response and assessing their performance
by rating their confidence in the
correctness of the response. A
response-contingent payoff system was
implemented to encourage children to
restrict their help seeking to those
instances in which they perceived that
they could not make a correct response
without assistance. As predicted,
children's self-assessments of
performance, regardless of their
accuracy, appeared to influence help
seeking more than the actual performance
outcomes. Neither children's
self-assessments of performance nor
their overall rate of help seeking
varied with level of measured mastery
motivation. However, the type of help
sought varied as expected with mastery
motivation. Children characterized by
high intrinsic orientations toward

independent mastery in academic achievement contexts sought indirect help (i.e., hints) more often than they sought direct help (i.e., answers), whereas children characterized by low intrinsic orientations toward independent mastery showed no preference. These differences in motivational orientation influenced requests for help only when children perceived their initial solutions to be incorrect. These findings are discussed in the context of the analyses of help seeking as an instrumental learning and achievement strategy. The implications of the findings for analyses of black children's achievement styles are highlighted.

0021
Collaborative teaching through electronic programming.
Evers, W.D. Madison, Wis. : Extension Journal. Journal of extension. Spring 1990. v. 28. p. 33-34. (NAL Call No.: DNAL 275.28 J82).
Extension collaborated with the Indiana Dairy and Nutrition Council, Inc. and Milk Promotion Services of Indiana. Extension nutrition specialists at Purdue University developed the program and accompanying materials to educate the public on the issue of using food to get the nutrients they need versus using a nutritional supplement. The program was delivered through the Indiana Higher Education Telecommunications System. A program evaluation indicated that 90% of the volunteers felt they'd learned new information. Almost half of the respondents indicated they'd changed their attitude about taking nutrient supplements, and would be less inclined to do so. Seventy percent responded they expected to change their behavior as a result of the program.

0022
The Commodity challengethe Chicago Board of Trade presents a unique economics project for high school students.
Chicago, Ill. (La Salle at Jackson, Chicago, 60604) : Chicago Board of Trade, c1988. Cover title.~ Accompanied by a teacher's guide (10 p. ; 22 cm.) and a videocassette (10:40).~ "EM43-5"--T.p. verso. 56 p. : ill. ; 28 cm. (NAL Call No.: DNAL HG6046.C59 1988).
Abstract: The educational kit is designed to help teens learn more about the price they pay for products. Teens become familiar with the economic factors that affect price and learn about the futures market where price is discovered. The activities are designed to develop decision making skills. Workbook is divided into three sections: 1) pre-trading activities; 2) trading exercises; and 3) post-trading activities. A teachers guide is provided to support the instructor. A video is also part of the kit.

0023
A community-based model of curriculum evaluation.
Utterback, P.H. ; Kalin, M. Alexandria, Va. : Association for Supervision and Curriculum Development. Educational leadership. Oct 1989. v. 47 (2). p. 49-50. (NAL Call No.: DNAL L11.E38).
The authors outline the concept, design, process and results of a community-based evaluation model for the science education program in Howard County Maryland. The benefits of this system were financial savings, high quality evaluations, and strengthened community relationships. Procedures may be applicable to informal education system evaluation.

0024
Competency-based training programs for extension personnel /I. Miley Gonzalez.
Gonzalez, I. Miley. S.l. s.n., 1983? . Cover title.~ "A paper presented at the ECOP National Staff Development Conference, St. Louis, Missouri, May 20, 1983.". 7 leaves ; 28 cm. (NAL Call No.: DNAL LC6219.G65).
Abstract: This paper focuses on a competency-based approach for preparing extension personnel. Competency-based training includes the professional competencies (skills, knowledge and attitudes) needed by extension workers, exclusive of technical subject-matter competence (agronomy, animal science, soils, etc.). The paper recommends that a competency-based curriculum be designed to train extension agents; that professional courses for the preservice level be focused on the areas of non-formal teaching methodology, communication skills, and understanding human behavior; that professional courses for the graduate or inservice level be focused upon program planning, program execution, administration and supervision, maintaining professionalism and the improvemen t of teaching and communication skills; and that the competencies identified are appropriate for an extension agent regardless of whether he or she is an agriculture agent, home economist, 4-H youth agent, or a community development agent.

0025
Competition in youth sports: process or product?.
Dubois, P.E. Indianapolis, Ind. : Phi Epsilon Kappa. The Physical educator. This publication is not owned by the National Agricultural Library. Oct 1980. v. 37 (3). p. 151-154. Includes references. (NAL Call No.: DNAL A00027).
This article discusses two types of competition--competition as a product and as a process. Given are the components of each as well as suggestions on how to make product competition more like process competition. This article is focused toward athletics, but can be adapted to other competition.

0026

Delphi technique progress report developing a national 4-H youth development research agenda /a project conducted by the Mississippi Cooperative Extension Service, Mississippi State University ; Shirley W. Hastings, project director.
; Hastings, Shirley W. Mississippi State, Miss.? : The Service, 1987 . "July 2, 1987.". 7, 14 leaves : ill. ; 28 cm. Includes bibliographical references (leaf 7). (NAL Call No.: DNAL S533.F66D44).

Abstract: This paper presents justification of the use of the Delphi Technique in the development of a national 4-H Professional Research and Knowledge Base (4hprk). The Delphi technique, developed by the RAND Corporation is useful in encouraging individual thinking, forcing participant action, forcing respondents to move toward a consensus in the process of group decision making. Advantages and limitations of the technique are discussed and the five basic criteria for selecting survey participants are outlined. A Delphi diagram is presented and the paper concludes that "the Delphi technique is an effective approach to long-range predictions" and is the approach to use in planning a national research agenda for the future to meet the needs of professionals in the field of 4-H and youth development.

0027

Developing more effective extension educational publications / written by Penny Risdom .
Risdon, Penny. Blacksburg, Va.? : Virginia Cooperative Extension Service?, 1988? . 7 p. : ill. ; 28 cm. Includes bibliographical references (p. 8). (NAL Call No.: DNAL S533.R52).

Abstract: This article discusses a model of a publication development process which uses learning principles to help extension workers communicate with their clients more effectively. This model consists of six developmental stages include: clarifying the purpose; creating relevance; developing coherent structure; explaining terminology; compassing cohesive passages; and evaluating the publication. The goal of the process is to increase the teaching potential of extension publications and thereby, enhance the value of these publications as learning tools.

0028

Developmental differences in decoding the meanings of the appraisal actions of teachers.
CHDEAW. Lord, C.G. ; Umezaki, K.~Darley, J.M. Chicago, Ill. : University of Chicago Press. Child development. Feb 1990. v. 61 (1). p. 191-200. Includes references. (NAL Call No.: DNAL RJ1.C3).
Teachers convey evaluations through such "appraisal actions" as ability versus effort attributions for children's performance, spontaneous displays of warmth versus matter-of-fact acceptance, and attention versus inattention. Some appraisal actions (e.g., ability-effort) require an understanding of multiplicative relations to arrive at an "adult" interpretation. Others (e.g., attention-inattention) do not. First through sixth graders watched videotaped scenes in which teachers attributed one child's performance to ability but chided another for lack of effort even though he had given an equivalent performance, hugged one child but not another for equivalent performance, and paid attention to one child's oral report but not another's. Younger students (ages 5-9 to 7-10) rated the ability-attributed and hugged children as smarter; older students (ages 9-9 to 11-10) rated the effort-attributed and unhugged children as smarter. In contrast, no age differences were found in decoding attention versus inattention. The results suggest that younger children use a different strategy in decoding the meanings of complex appraisal actions.

0029

The dropout prevention handbook a guide for administrators, counselors, and teachers /Nancy Conover Myll.
Myll, Nancy Conover. West Nyack, N.Y. : Parker Pub. Co., c1988. Includes index. xvi, 208 p. : forms ; 29 cm. (NAL Call No.: DNAL LC146.5.M95).

Abstract: This handbook is intended to help counselors, administrators, and teachers guide teenage students who are having trouble adjusting to the pressures of attending classes. It describes fourteen public school programs that can be used, in part or as a whole, for dropout prevention. These programs can be established by using the guidelines suggested in this book and can be varied as needed, depending on local conditions and environment. The objective is to reach out to young people who are not in school and try to bring them back in. Droupout prevention programs are designed to help students who are affected by drug abuse, premature pregnancy, child molestation, and parental abuses of all kinds, as well as victims of accidents and other traumas who can no longer attend regular or traditional high school. These programs help stop at-risk youth from dropping out of school by providing an avenue of alternative education that meets their special needs.

0030

Easy does it: initiating a performance evaluation process in an existing volunteer program.
Gaston, N.A. Boulder, Colo. : Association for Volunteer Administration. The Journal of volunteer administration. Fall 1989. v. 8 (1). p. 27-30. Includes references. (NAL Call No.: DNAL HV91.J68).
Using CONTACT Teleministries USA as an example of an evaluation project, the article outlines a process which can be adapted to other programs. It is most appropriate especially for human services programs which engage volunteers in one-on-one situations. The plan involves adding components to the

evaluation process in three steps over
as many years. Year one is for self
evaluation. Year two included peer
evaluation. Volunteers were paired
informally to critique one another's
performance. Year three provided an
objective element. The article
recommends that evaluations which are
conducted on existing programs should be
introduced sensitively and carefully.
There also must be a commitment on the
part of those who manage the program to
deal with the information generated.

0031
Educating for living in a nuclear age.
Sagor, R. Alexandria, Va. : Association
for Supervision and Curriculum
Development. Educational leadership. Nov
1990. v. 48 (3). p. 81-83. (NAL Call
No.: DNAL L11.E38).
Educating for living in a nuclear age is
about teaching students social
responsibility. This article describes
the development of and goals of a
project originating in Boston and
Portland which was designed to help
students understand their relationship
in social responsibility; help
development cooperation and conflict
resolution skills; allow students to
participate in the democratic process;
and to help students understand current
social and political issues, especially
the impact of nuclear technology on both
local and global issues.

0032
Educating for social responsibility.
Berman, S. Alexandria, Va. : Association
for Supervision and Curriculum
Development. Educational leadership. Nov
1990. v. 48 (3). p. 75-80. Includes
references. (NAL Call No.: DNAL
L11.E38).
There is great concern in the United
Sates over the attitudes and beliefs of
youth in relation to social
responsibility. America's youth are
expressing a sense of powerlessness to
affect constructive political or social
change. The odds of personal success
seems overwhelming, disappointments
inevitable. Schools must help students
fight these feelings by developing their
sense of community and building their
confidence that they can make a
difference in the world.

0033
**Educational design a professional
research and knowledge taxonomy for
youth development /Sandra L. Facinoli.**
Facinoli, Sandra L. Beltsville, Md. :
National Agricultural Library, U.S.
Dept. of Agriculture, 1989 . Revision
of: 4hprk : educational design /
Kathleen C. Hayes. 1988.~ "Revised
September 1989.". 23 p. ; 28 cm. (NAL
Call No.: DNAL aZ7164.Y8H35 1989).
Abstract: This bibliography represents a
part of the materials in the 4hprk
collection through September, 1989.
4hprk is a taxonomy of professional
research and knowledge for 4-H and youth
development professionals. It was
developed as part of USDA funded
research conducted at Ohio State and

Mississippi State Universities. The set
of bibliographies is composed of five
categories: communication, educational
design, youth development, youth program
management, and volunteerism. A
bibliography has been created for each
category. The bibliographies provide a
bibliographic citation and an abstract
for each item in the collection.

0034
**Educational design a professional
research and knowledge taxonomy for
youth development, October 1987-December
1989 /Sandra L. Facinoli.**
Facinoli, Sandra L. Beltsville, Md. :
National Agricultural Library, U.S.
Dept. of Agriculture, 1990 . "Updates
September 1989 issue."~ "February
1990."~ Includes index. 40 p. ; 28 cm.
(NAL Call No.: DNAL aZ7164.Y8H35 1990).
Abstract: This bibliography represents a
part of the materials in the 4hprk
collection through December, 1989. 4hprk
is a taxonomy of professional research
and knowledge for 4-H and youth
development professionals. It was
developed as part of USDA funded
research conducted at Ohio State and
Mississippi State Universities. The set
of bibliographies is composed of five
categories: communication, educational
design, youth development, youth program
management, and volunteerism. A
bibliography has been created for each
category. The bibliographies provide a
bibliographic citation and an abstract
for each item in the collection.

0035
**Educational goals orientation related to
selected status characteristics of adult
students at Wichita State University
/Marion E. Mathews.**
Mathews, Marion E. Washington, D.C. :
The American University, 1976. Thesis
(Ph. D.)--American University, 1976. 149
leaves : ill. ; 29 cm. Includes
bibliographical references (p. 110-114).
(NAL Call No.: DNAL LC5252.K2M3).
Abstract: This PHD dissertation was
designed to identify educational goals
orientation of adult university
students. The students first indicated
their reasons for enrolling in
university studies. Goals orientations
were divided into three categories:
predominantly work-oriented;
predominantly knowledge-oriented; and
evenly balanced between work and
knowledge orientations. The author's
hypotheses were based on a relationship
between primary educational goals
orientation and seven status
characteristics including sex, age,
marital status, work status, educational
level, studentnet status, and college
status.

0036
**Educational needs in volunteer
administration.**
Brudney, J.L. ; Brown, M.M. Arlington,
Va. Volunteer-The National Center.
Voluntary action leadership. Summer
1990. p. 31-33. (NAL Call No.: DNAL
HV91.V65).
Concerned that existing training

opportunities in volunteer
administration might not be sufficient,
a small group of trainers,
practitioners, and representatives of
major associations in volunteer
administration proposed a collaborative
effort entitled the "Volunteer
Leadership Institute" (VLI). This
article reports the results of a survey
completed by 765 administrators and
managers on the status of continuing
education programs in volunteer
administration. Analysis of the
responses indicate there is strong
support for expanding training
opportunities in volunteer
administration and the VLI.

0037
**Educator's guidean agenda for the 21st
century.**
; Kidder, Rushworth M. Washington, D.C.
: Countdown 2001, c1988. This guide
built around the book, An agenda for the
21st century (NAL call no. CB161.A35). 1
v. (various paging) : ill. ; 30 cm.
Includes bibliographical references.
(NAL Call No.: DNAL CB161.A352).
Abstract: This curriculum is intended to
accompany the book "An agenda for the
21st century," a collection of
interviews. The curriculum was developed
for high school teachers who are
interested in helping their students
address the major issues shoping the
21st century. This guide provides
information, lesson plans, and resource
suggestions in six issue areas, which
are: peace, population, environment,
international development, education,
and ethics.

0038
**The effect of environmental education on
4-H and Girl Scout participants /by
Nancy K. Franz.**
Franz, Nancy K. 1985. "Spring, 1985.".
54 leaves ; 28 cm. Includes
bibliographical references (leaves
45 -50). (NAL Call No.: DNAL
S533.F66F75).
Abstract: With the environmental crisis
of the 70's many youth organizations
took on the task of providing
environmental education programs.
Fifteen years later little research has
been done to determine whether or not
these programs have affected their
participants and whether these programs
are reaching their environmental
education goals. This study attempts to
take a close look at the environmental
education programs carried out by 4-H
and girl Scouts of the U.S.A. Members of
both organizations were surveyed on
environmental education beliefs and
behaviors according to their experiences
in the organization. After processing
the data from this survey the author
concludes that both organizations are
carrying out environmental education but
only to a certain degree and affecting
participants to a certain value level.
She goes on the suggest that Scouting
should use its environmental education
program strengths to overcome its
weaknesses and that 4-H take a total
look at its delivery system to improve

its environmental education program.

0039
**Effects of cooperative, competitive, and
individualistic learning experiences on
social development.**
Johnson, R.T. ; Johnson, D.W. Herndon,
Va. : The Council for Exceptional
Children. Exceptional children. This
publication is not owned by the National
Agricultural Library. Jan 1983. v. 49.
p. 323-329. Includes references. (NAL
Call No.: DNAL A00028).
As the concept of mainstreaming
handicapped students into classes of
non-handicapped students grew, concerns
about interactions between the students
themselves and between student and
teacher, lowered self-esteem, and
benefits of mainstreaming surfaced. This
study examines the effects of
mainstreaming in two fourth grade
classes. The 59 students including 12
handicapped students are divided into
groups of cooperative learning,
competitive learning, and
individualistic learning. Results show
that the cooperative learning group
created the most interaction between
handicapped and improved the self-esteem
of both groups. This study helps to
reduce the concerns about mainstreaming.

0040
**The effects of mastery and competitive
conditions on self-assessment at
different ages.**
CHDEAW. Butler, R. Chicago, Ill. :
University of Chicago Press. Child
development. Feb 1990. v. 61 (1). p.
201-210. Includes references. (NAL Call
No.: DNAL RJ1.C3).
It was hypothesized that self-evaluative
accuracy will increase with age in a
competitive condition, while even young
children will appraise their performance
quite accurately in a mastery condition.
Children at ages 5, 7, and 10 working in
either a match-the-standard or a
competitive condition copied a drawing
and then evaluated their copies. As
hypothesized, competing 5-year-olds
overestimated the quality of their
copies, and self-assessments became less
positive and better correlated with
adult judgments with age. There were no
age differences in self-evaluative
accuracy in the mastery condition.
Examination of children's explanations
for their ratings and their interest in
the task supported the interpretation
that young children are guided by a
nonnormative concept of ability, which
can lead to overoptimistic perceptions
of competence under competition. Older
children tended to adopt normative goals
and criteria for self-assessment in
competition and mastery ones in the
match the standard condition, and were
realistic about their performance in
both.

0041
**Electronic bulletin boards: what are
they and do they bite?.**
Carr, C. Washington, D.C. : The National
Society for Performance and Instrction.
Performance & instruction. Oct 1989. v.

29 (9). p. 42-45. Includes references. (NAL Call No.: DNAL LB1028.5.N3). The author discusses electronic bulletin boards--what they are, their usefulness, how to get to them, how to find and download files, as well as naming some major bulletin boards available. Other topics Carr explains are file compression and "viruses".

0042
Evaluating for accountability a practical guide for the inexperienced evaluator /by Barbara J. Sawer.
Sawer, Barbara J. Corvallis, Or. : Oregon State University Extension Service, 1984 . Cover title.~ "July 1984.". iv, 120 p. : ill. ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL LB2822.75.S3). Abstract: This handbook provides information to extension staff who need to perform program evaluations but have no experience in evaluation. The emphasis is on process and application rather than theory and philosophy. The focus is on evaluating and reporting program results. The handbook is designed for use with ongoing programs that may or may not have previously-identified measurable objectives. The evaluator is required to be able to describe what a program was intended to accomplish and what it appears the program has accomplished. The survey method is used to gather data for the evaluation.

0043
An evaluation of a West Virginia 4-H leadership development training program /James C. Summers and Loretta Greenleaf.
Summers, James C. ; Greenleaf, Loretta; joint author. Morgantown : Office of Research and Development, Center for Extension & Continuing Education, West Virginia University, 1978 . 3 v. ; 28 cm. (NAL Call No.: DNAL S533.F66S85). This report presents a longitudinal evaluation of a 4-H volunteer leadership development and training program in order to document the process and outcome of the effort. A brief summary of the evoluation (vol. 1), details concerning the conclusions and recommendations of the evaluation (vol. 2), and information about the research methodology and data collection instruments used in the evolution (vol. 3) are provided.

0044
Everybody can be great because everybody can serve.
Mainzer, K.L. ; Baltzley, P.~Heslin, K. Alexandria, Va. : Association for Supervision and Curriculum Development. Educational leadership. Nov 1990. v. 48 (3). p. 94-95, 97. ill. Includes references. (NAL Call No.: DNAL L11.E38). This article discusses a cooperative learning program at Francis Scott Key High School in Union Bridge, Maryland which turned at-risk students into schools leaders, improved their self esteem, taught them to care for others, and improved their academic achievement.

0045
Everybody counts a report to the nation on the future of mathematics education /Mathematical Sciences Education Board and Board on Mathematical Sciences, Committee on the Mathematical Sciences in the Year 2000, National Research Council.
Washington, D.C. : National Academy Press, 1989. xi, 114 p. : ill. ; 26 cm. Bibliography: p. 99-113. (NAL Call No.: DNAL QA13.E94). Abstract: This report is a preface to the National Research Council's examination of mathematics education in the United States. This report looks at mathematics education at all grade levels from kindergarten through graduate school. The report summarizes the current state of mathematics education, the reasons why reform is needed, and suggestions for what needs to be done to improve the system of math education. Topics discussed include: trends in mathematics literacy and occupations, the science of mathematics, curricula, teaching methods, needed changes, and plans for action.

0046
Experiential learning experience as the source of learning and development /David A. Kolb.
Kolb, David A., 1939-. Englewood Cliffs, N.J. : Prentice-Hall, c1984. Includes index. xiii, 256 p. : ill. ; 24 cm. Bibliography: p. 231-241. (NAL Call No.: DNAL LB1067.K63). Abstract: This book is divided into three parts: experience and learning, the structure of learning and knowledge, and learning and development. A comprehensive review of the theory of experiential learning, this book begins with a history of the origins of the learning based on the works of John Dewey, Kurt Lewin, and Piaget. The author thoroughly describes the learning process and illustrates a model of experiential learning based on research in psychology, philosophy, and physiology.

0047
Family literacy programs: ideas for action.
Nickse, R.S. Washington, D.C. : American Association for Adult & Continuing Education. Adult learning. Feb 1990. v. 1 (5). p. 9-13, 28-29. (NAL Call No.: DNAL LC5201.A382). Family literacy programs are literacy intervention programs which focus on the improvement of attitudes, behaviors, and reading skills for both adults and children. Studies confirm that parents' educational levels are related to children's school achievement. Therefore, parents who are not literate themselves are less likely to possess the skills needed to provide a nurturing environment for their children. Communities interested in developing family literacy programs will find the information on designing, funding, and managing their program useful.

0048

From mystery to masteryunlocking the power of measurable objectives / presented by Cooperative Extension System ; developed by the Virginia Cooperative Extension Service cooperatively with the Extension Service, USDA. N/A.
; Gerken, Shirley H.~Notess, Mark H.~McAnge, T. R.~McKenna, Connie. Blacksburg, Va.? : Virginia Cooperative Extension Service ; Washington, D.C.? : USDA Extension Service, 1988? . Self-tutorial program.~ Title from title screen.~ Title on disk label: Measurable objectives.~ Graphics, music and text files by Mark H. Notess; script by Shirley H. Gerken; project management by Thomas R. McAnge, Jr.; script also by Connie McKenna.~ "Application program was developed using PC-Teach, a product of Extension Computing Resources, Virginia Cooperative Extension Service, Mark H. Notess, Programmer"--Final screen of program. 1 computer disk : sd., col. ; 5 1/4 in. (NAL Call No.: DNAL QA76.8.I2594F7).
Abstract: This diskette contains a self-tutorial program on developing and writing measurable objectives which reflect the level of results major programs are intended to achieve. It is user friendly and interaction with color, cartoons, and music. Staff c an work alone or in small groups to learn what goes into developing mesurable objectives, practice writing their own objective, refine it according to guidelines given, and when satisfied with the product, print it out for future use. Color monitor required.

0049

A game plan.
Sugar, S.E. Alexandria, Va. : American Society for Training and Development. Training and development journal. July 1990. v. 44 (7). p. 98-99. (NAL Call No.: DNAL BF636.T7).
Board games can be effective teaching tools because they put participants on the inside of the action rather than on outside. Says author Stephen Sugar "A basic plan for developing a board game includes producing the frame; creating the content, which consists mainly of preparing the game cards; preparing and printing the rules of play; designing and printing the game; and purchasing game pieces."

0050

Games to train by.
Renner, P. Alexandria, Va. : American Society for Training and Development. Training and development journal. Jan 1990. v. 44 (1). p. 22-30. (NAL Call No.: DNAL BF636.T7).
Five human development resource specialists snare ideas in the roles of games and involvement strategies that can be used by trainers of adult learners. Benefits and pitfalls of using games are reviewed. Specific strategies and activities are described.

0051

General systems theory and instructional systems design.
Salisbury, D.F. Washington, D.C. : The National Society for Performance and Instrction. Performance & instruction. Feb 1990. v. 29 (2). p. 1-11. Includes references. (NAL Call No.: DNAL LB1028.5.N3).
This article describes the basic concepts in the field of general systems theory, identifies the major commonalities that exist between general systems theory and instructional systems design, and suggests additional dimensions of general systems theory that are useful in the field of instructional systems design.

0052

Group Investigation expands cooperative learning.
Sharan, Y. ; Sharan, S. Alexandria, Va. : Association for Supervision and Curriculum Development. Educational leadership. Jan 1990. v. 47 (4). p. 17-21. Includes references. (NAL Call No.: DNAL L11.E38).
Group Investigation is an effective organizational medium for encouraging and guiding young people's involvement in learning. Students actively share in influencing the nature of events in their classroom. The final result of the group's work reflects each member's contribution. In planning and carrying out Group Investigation, students progress through six consecutive stages: Step 1--Identifying the topic to be investigated and organizing students into research groups, Step 2--Planning the investigation in groups, Step 3--Carrying out the investigation, Step 4--Preparing a final report, Step 5--Presenting the final report and Step 6--Evaluation.

0053

Group members' decision rule orientations and consensus.
Beatty, M. Austin, Tex. : International Communication Association. Human communication research. Winter 1989. v. 16 (2). p. 279-296. Includes references. (NAL Call No.: DNAL P91.3.H8).
Emerging research shows that individuals vary in their tendency to make choices that relate to a specific rule orientation. In this study, participants were assigned to groups composed of members who were either identical or different with respect to decision rule orientation. The results indicated that, for interacting groups, consensus was more likely in identical groups than in different groups. This did not hold true for the noninteracting groups. Implications for group consensus and the decision rule orientation construct are discussed.

0054

Growing up is serious business at Girls Incorporated.
McCourtie, C. Washington, D.C. : Youth Policy Institute Inc. Youth policy. Ninth of a series: Youth at Risk. June/July 1990. v. 12 (5). p. 3-6. ill.

(NAL Call No.: DNAL HV471.Y68).
Girls Incorporated, formerly Girls Club
of America, is an organization which has
helped millions of girls make positive
changes for their long-term growth and
development. A gender-based
organization, embodies the philosophy
that each girl can become independent,
take responsibility, provide leadership.
and teamwork in an environment that is
supportive. Helping the girls seek
alternatives to a broad range of
societal problems, the organization
provides support in the areas of health
and sexuality, careers and life
planning, and sports and adventure.

0055
**Growth: mapping its patterns and
periods.**
Galagan, P.A. (ed.). Alexandria, Va. :
American Society for Training and
Development. Training and development
journal. Nov 1989. v. 43 (11). p. 40-48.
ill. Includes references. (NAL Call No.:
DNAL BF636.T7).
This article introduces a "learning map"
for individuals who are advocates of
learning in organizations. The creator,
August Jaccaci, believes "learning
cultures", a commitment to learning that
has become a way of being for
organizations, is vital for the
organization to support its strategic
goals. The author discusses the
phenomenon of growth and its patterns;
the Metamatrix map, a structural
overview of the natural order of
transformative growth; the developmental
stages of growth; and the periodic table
of everything, as applied to human
learning.

0056
**High risk youth demonstration project:
working through cooperation.**
Wigfall-Williams, W. ; Watzman, N.
Washington, D.C. : Youth Policy
Institute Inc. Youth policy. Eighth of a
series: Youth at Risk. May 1990. v. 12
(4). p. 20-23. (NAL Call No.: DNAL
HV471.Y68).
The Center for Population Options, a
national organization dedicated to
reducing pregnancy and preventing the
spread of HIV infection among
adolescents, formed a partnership with
three youth-serving agencies and
developed the High Risk Youth
Demonstration Project. Their goals: to
reach youth who are most at risk for
contracting HIV infection and educate
then on how they can avoid HIV infection
and AIDS.

0057
Hitting the long ball for the customer.
Stum, D.. Walsh College. ; Church, R.P.
Alexandria, Va. : American Society for
Training and Development. Training and
development journal. Mar 1990. v. 44
(3). p. 45-48. ill. (NAL Call No.: DNAL
BF636.T7).
Business customers and Extension
clientele are both consumers of service.
A new customer satisfaction model, based
on a baseball diamond, provides a
graphic description of one way to design

and implement 4-H program delivery.
Professional image and clientele
handling skills are described at first
base. Supervisor skills are referred to
at second base. Third base reviews ease
of access and understanding by the
client to the service. Home base covers
organizational practice such as
policies, recognition, communications,
and alignment of functions within the
organization. The diamond model outlines
challenges and opportunities for
training and organizational development.

0058
**How to conduct surveys a step-by-step
guide /Arlene Fink and Jacqueline
Kosecoff.**
Fink, Arlene. ; Kosecoff, Jacqueline B.
Beverly Hills : Sage Publications,
c1985. Includes index. 119 p. : ill. ;
28 cm. Bibliography: p. 113. (NAL Call
No.: DNAL HN29.F53).
Abstract: This book is designed to
provide easy to understand guidelines
for organizing and conducting research
studies and evaluating existing
research. The first chapter gives
background information on survey
research. Following this are two
chapters on designing the survey
instrument, which includes topics such
as, defining the hypothesis, writing
items, length, order of questions, pilot
testing, and ethics. The next two
chapters discuss sampling methods and
survey design. Next, a chapter explores
data analysis, including discussions on
statistical significance and coding the
survey. The last section describes
methods of presenting the survey results
and gives guidelines for various types
of charts and graphs.

0059
**How to perform a comprehensive course
evaluation.**
Cantor, J.A. Washington, D.C. : The
National Society for Performance and
Instrction. Performance & instruction.
Apr 1990. v. 29 (4). p. 8-15. (NAL Call
No.: DNAL LB1028.5.N3).
This article describes a process for
evaluating the effectiveness of formal
courses or segments of instruction,
including lessons or modules. Using this
process instructional problems, such as
ineffective courses or lessons, can be
identified. Necessary revisions can then
be made. Topics covered include:
classifying objectives, identifying test
items, and presentation evaluation.

0060
**IDEAS for improving transfer of
training.**
Parry, S. Washington, D.C. : American
Association for Adult & Continuing
Education. Adult learning. May 1990. v.
1 (7). p. 19-23. ill. (NAL Call No.:
DNAL LC5201.A382).
Three sets of factors are dependent upon
successful job training. Personal
factors, which are dependent upon the
individual, includes motivation,
learning ability, concentration, and
relevancy to job and personal needs.
Instructional factors include course

design, emphasis, instructor, and follow
up on learner's performance.
Organizational factors include climate,
availability of time to apply training,
and the degree of fit. Twenty
suggestions on how the employee can
transfer knowledge gained during
training to work are provided.

0061
Improving performance appraisal.
Brown, M.G. Washington, D.C. : The
National Society for Performance and
Instrction. Performance & instruction.
Nov/Dec 1989. v. 28 (10). p. 26-29. (NAL
Call No.: DNAL LB1028.5.N3).
Performance appraisal is a task that has
to be done by most managers. This
article reviews items to be avoided in
the performance appraisal system. This
includes ranking of people, forced
distribution, and quarterly reviews.
Also discussed is the design of an
effective performance appraisal system
(ratings based upon absolute standards,
objectives based upon long-term
strategic business goals and inclusion
of group meetings to discuss ratings,
where appropriate).

0062
**The influence of a publication
development process on the
comprehensibility of extension
publications /by Penny Risdon.**
Risdon, Penny. 1989? . Submitted to the
4-H PRK collection, Youth Development
Information Center, National
Agricultural Library. 47 leaves : ill. ;
28 cm. (NAL Call No.: DNAL S533.R5).
Abstract: This paper examines how
comprehensible extension publications
are to 4-H members and adults. A model
for a publicaiton development process is
described and the results of six
experiments based on this model are
examined. The author begins by desc
ribing this model, which is based on
learning principles, and continues by
describing six studies which were
conducted to test the effect of the
process on the comprehensibility of
extension publications.

0063
**Influence of peer-model attributes on
children's beliefs and learning.**
JLEPAX. Schunk, D.H. ; Hanson, A.R.
Arlington, Va. : American Psychological
Assoc. Journal of educational
psychology. Sept 1989. v. 81 (3). p.
431-434. Includes references. (NAL Call
No.: DNAL LB1051.J6).
This experiment investigated how mastery
and coping peer models influenced
children's selfefficacy and skill. An
ethnically mixed sample of 120
fourth-grade children (60 boys, 60
girls, mean age = 9 years, 4 months)
observed either one or three same-sex
peers learn to solve fraction problems.
Mastery models easily grasped fraction
operations and verbalized positive
achievement beliefs. Coping-emotive
models initially experienced
difficulties learning and verbalized
negative emotive statements, after which
they displayed coping behaviors and

eventually performed as well as mastery
models. Coping-alone models performed in
identical fashion to coping-emotive
models but never verbalized negative
achievement beliefs. Coping-emotive
models led to the highest self-efficacy
for learning. Mastery and coping-alone
subjects perceived the model as
competent and themselves as equally
competent, whereas coping-emotive
subjects viewed themselves as more
competent than the model. No differences
were obtained due to number of models.

0064
Integrating innovations.
Guskey, T.R. Alexandria, Va. :
Association for Supervision and
Curriculum Development. Educational
leadership. Feb 1990. v. 47 (5). p.
11-15. Includes references. (NAL Call
No.: DNAL L11.E38).
According to the author, no time in the
history of education have there been
more new ideas and innovations available
to educators. This article discusses the
criteria for selecting innovations,
putting the innovations to work and
integrating the strategies. Guidelines
are given which should be taken as a
frame of reference for addressing issues
crucial to the success of integrating
any combination of innovations.

0065
**Integrating instructional programs
through dimensions of learning.**
Marzano, J. ; Pickering, D.J.~Brandt,
R.S. Alexandria, Va. : Association for
Supervision and Curriculum Development.
Educational leadership. Feb 1990. v. 47
(5). p. 17-24. Includes references. (NAL
Call No.: DNAL L11.E38).
This article describes the "dimensions"
framework which can be used to plan
instruction, coordinate the use of
various programs, and select and plan
staff development activities. The
dimensions framework is built upon four
principles of learning: 1) attitudes and
perceptions affect learning, 2) learning
involves acquisition of two kinds of
information, 3) once acquired knowledge
undergoes changes and 4) effective
learners exhibit dispositions associated
with critical, creative, and
self-regulated thinking. The Dimensions
model, which identifies five general
types of thinking needed for effective
learning, could eventually become the
basis for a coordinated "curriculum" of
preservice and inservice teacher
education.

0066
**Is fear of success a motive? An attempt
to answer criticisms.**
Cook, E.A. ; Chandler, T.A. San Diego,
Calif. : Libra Publishers. Adolescence.
Fall 1984. v. 19 (75). p. 667-674.
Includes references. (NAL Call No.: DNAL
HQ793.A44).
The motivational nature of the Motive to
Avoid Success (MAS) was investigated for
its ability to meet three important
characteristics of a motive. One hundred
five 5th-8th-grade females participated
under noncompetitive and competitive

conditions. Results did not substantiate the motivational nature of MAS. MAS did not predict performance in a competitive situation. Other factors may prove to be more salient explanations of female achievement.

0067

Issues-oriented public policy education: a framework for integrating the process.
Hahn, A.J. Madison, Wis. : Extension Journal. Journal of extension. Spring 1990. v. 28. p. 15-19. Includes references. (NAL Call No.: DNAL 275.28 J82).
Effective public education spurs the new issues-oriented approach to Extension education. To implement successful issues-oriented public policy education, agents and specialists need to do three things: 1) Address audiences at three levels; Individuals and families, agencies, business firms, interest groups and other organizations, and government, 2) Help people and communities move through the policy-making process. The model calls attention to eight stages in that process and suggests appropriate educational interventions for each stage, and 3) Provide a combination of technical information and process help.

0068

Learning how to learn applied theory for adults /Robert M. Smith.
Smith, Robert McCaughan, 1925-. Englewood Cliffs, NJ : Cambridge Adult Education, c1982. Originally published by Follett Publishing Company as ISBN 0-695-81659-4.~ Includes index. 201 p. : ill. ; 24 cm. Bibliography: p. 183-194. (NAL Call No.: DNAL LB1060.S64).
Abstract: This book presents a comprehensive description of the learning how to learn concept. The necessity of a link between theory and application in demonstrating the usefulness of this learning concept is emphasized. Part I introduces the concept and constitutes the background information for adults seeking to become more successful in learning and for those seeking to help them to do so. Part II treats specific understandings and skills required to take advantage of educational opportunities and how to learn in a variety of settings and ways. In Part III, adult educators who wish to implement the learning how to learn concept with clients will find guidelines, formats, and exercises.

0069

Learning strategies /John Nisbet and Janet Shucksmith.
Nisbet, John Donald. ; Shucksmith, Janet,; 1953-. London ; Boston : Routledge & K. Paul, 1986. Includes indexes. viii, 104 p. : ill. ; 23 cm. Bibliography: p. 97-102. (NAL Call No.: DNAL LB1060.N5).
Abstract: This book, written for teachers of primary and secondary students and adults, examines a new approach to learning. The first chapter is an introduction to the theme of the book, which is learning to learn. The

second chapter presents the study skills approach to learning. The next chapter examines learning strategies, followed by a chapter focusing on strategies and knowledge of young learners. Included in this chapter are discussions of assessing what the learner knows and development of metacognitive knowledge. The next section explores how to improve understanding. The remaining chapters look at teaching strategies for the classroom. Topics discussed include reading, writing, self-monitoring learning, training to use skills and strategies, and structure.

0070

Learning together and alone cooperative, competitive, and individualistic learning /David W. Johnson, Roger T. Johnson.
Johnson, David W., 1940-. ; Johnson, Roger T..; 1938-. Englewood Cliffs, N.J. : Prentice-Hall, c1987. Includes index. xiii, 193 p. : ill. ; 24 cm. Bibliography: p. 185-188. (NAL Call No.: DLC LB1032 .J595 1987DLC LB1032.J595 1987).
Abstract: Designed to improve the classroom learning environment, this book examines how cooperation can facilitate learning and ways to bring cooperation into the classroom. Competition is not out of place in the classroom, the author points out, just inappropriate competition. Of particular importance are the chapters on cooperative, competitive, and individualistic goal structures; selecting goal structures, implementing goal structures; and acquisition of appropriate skills. This has practical applications for all learning situations whether in the classroom or in some other environment.

0071

Linkage between researchers and practitioners: a qualitative study.
Huberman, M. Washington, D.C. : American Educational Research Association. American educational research journal. Summer 1990. v. 27 (2). p. 363-391. Includes references. (NAL Call No.: DNAL L11.A5).
Work in the area of research utilization has emphasized the importance of contacts between researchers and practitioners not only at the close of a study, but also before and, above all, during its conduct. These contacts have a strong influence on the impact of a piece of research on practitioners. More important, however, is the finding that, in settings in which educational researchers and practitioners have had few previous interactions, intensified contacts in the life of a research project can result not only in applications of the main findings, but also in the establishment of multiple areas of collaboration between the two parties that transcend the impact of a single study.

0072
Longitudinal effects of classwide peer tutoring.
JLEPAX. Greenwood, C.R. ; Delquadri, J.C.~Hall, R.V.~. Arlington, Va. : American Psychological Assoc. Journal of educational psychology. Sept 1989. v. 81 (3). p. 371-383. Includes references. (NAL Call No.: DNAL LB1051.J6).
We conducted a longitudinal investigation of differences in classroom ecological arrangements and student behaviors (processes) on low-SES and high-SES elementary students' growth in academic achievement (products). An experimental, low-SES group received Classwide Peer Tutoring implemented by their teachers during each grade from first through fourth, while a low-SES control group and a high-SES comparison group received teacher-designed instruction. Results indicated that the experimental group and the comparison group, with distinctly different ecological arrangements and significantly higher levels of academic engagement, produced significantly greater product gains than did the control group. The implications of these findings are discussed.

0073
Managing high-performance teams.
McCann, D. ; Margerison, C. Alexandria, Va. : American Society for Training and Development. Training and development journal. Nov 1989. v. 43 (11). p. 52-60. (NAL Call No.: DNAL BF636.T7).
Understanding work-style preferences can help determine why some teams are highly successful while others fail even when the abilities of both teams appear to be equal. The author describes nine work functions common to all teams. He also describes The Management Wheel which makes possible the analysis of team management and development problems and provides insight into long-term solutions. Team managers can use these tools to identify weakness in their team and then balance their preferences of work style to improve success.

0074
The marihuana perception inventory: the effects of substance abuse instruction.
Gabany, S.G. ; Plummer, P. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1990. v. 20 (3). p. 235-245. Includes references. (NAL Call No.: DNAL HV5808.J68).
This article reports the latest results of a conditioning effort to develop a perceptual inventory of factors associated with the onset of marihuana use among youths and young people. In addition to better understanding why adolescents begin using marihuana, the inventory is intended to assist drug educators target their programs. This phase studied 617 students in three Midwest school districts prior to and after substance abuse instruction to determine the relationship between perceptions and demographic characteristics, and to learn if substance abuse instruction was related to changes in the student's perception

of the relationships. Factor analysis again revealed a five-factor solution. All thirty-four inventory items were included in the final solution. Items appeared to group themselves among the scales in a fashion similar to that found in prior studies. However, the larger sample size permitted refinement of the scales: Maturational Difficulties; Excessive Pressure; Parental Failings; Rebelliousness; and Societal/Institutional Weaknesses. The inventory appears to be remarkably stable across demographic characteristics. Significant differences between pretest and posttest scores indicated that students perceived less of a relationship between Maturational Difficulties, Excessive Pressure, and Societal/Institutional Weaknesses and the onset of marihuana use after instruction, and more of a relationship between Parental Failings and the young person's decision to begin using marihuana. It appears that instructional programs can be expected to at least contribute to changes in perceptions concerning the relationship between societal and familial factors and the onset of marihuana use.

0075
The marriage of evaluation and training. 1. Something old, something new, something borrowed, something blue.
Norton, J.R. Washington, D.C. : The National Society for Performance and Instrction. Performance & instruction. Jan 1990. v. 29 (1). p. 37-40. Includes references. (NAL Call No.: DNAL LB1028.5.N3).

0076
The marriage of evaluation and training. 2. A Training Program Evaluation Matrix: how to make sure you have covered all the bases.
Norton, J.R. Washington, D.C. : The National Society for Performance and Instrction. Performance & instruction. Feb 1990. v. 29 (2). p. 36-40. (NAL Call No.: DNAL LB1028.5.N3).
The Training Program Evaluation Matrix is a device for building complete training program evaluation. It can be used in both formative and summative evaluation. The four matrix components in all training situations: students, instructor, instructional materials, and evaluation instruments and procedures. Elements which must be addressed for each component: success criteria, who should perform the evaluation, what evaluation instruments and procedures should be used, who should write the evaluation report, and for what audience(s) should the evaluation report be written.

0077
Matching learning styles with teaching styles: is it a useful concept in instruction?.
Davidson, G.V. Washington, D.C. : The National Society for Performance and Instrction. Performance & instruction.. Apr 1990. v. 29 (4). p. 36-38. Includes references. (NAL Call No.: DNAL

LB1028.5.N3).
Learning styles are the unique ways
whereby an individual gathers and
processes information. They are the
means by which an individual prefers to
learn. This article discusses whether or
not there is empirical support for the
efficacy of matching styles, it is
practical to match learning and teaching
styles, and how research on learning
styles can be useful.

0078
**Mathematics report of the Project 2061
Phase I Mathematics Panel /by David
Blackwell and Leon Henkin panel
cochairs** .
Blackwell, David, 1919-. ; Henkin, Leon.
Washington, D.C. : American Association
for the Advancement of Science, 1989. "A
Project 2061 panel report"--Cover. xi,
47 p. : ill. ; 26 cm. (NAL Call No.:
DNAL QA36.B67).
Abstract: This report, one of five
prepared by scientific panels as part of
Phase 1 of Project 2061, discusses all
aspects of mathematics--its nature,
principles, history, future directions,
social dimensions, and relation to
science and technology--and recommends
what knowledge and skills are needed for
mathematical literary. Project 2061 is
intended to provide the basis for
educational reform in order to improve
the quality of education students on all
levels will be receiving.

0079
**Maximizing human performance through
simulation training.**
Lee, W.W. Washington, D.C. : The
National Society for Performance and
Instrction. Performance & instruction.
Oct 1989. v. 29 (9). p. 20-21. (NAL Call
No.: DNAL LB1028.5.N3).
Interactive videodisc (IVD) training is
a sophisticated computer system which
simulates actual scenarios in a
controlled environment and allows for
safe, non-threatening decision making.
The author recommends this method of
training of staff because an IVD offers
immediate feedback, gives attention to
individual learner needs, provides
sufficient examples to reach mastery,
and matches the learning styles of most
adults.

0080
**My air, your rain forest: an experiment
in global responsibility.**
Stanford, B. Alexandria, Va. :
Association for Supervision and
Curriculum Development. Educational
leadership. Nov 1990. v. 48 (3). p.
97-100. ill. Includes references. (NAL
Call No.: DNAL L11.E38).
Through cooperation of the University of
Arkansas and members of the Programa
Latinoamericano Nino-a-Nino in
Guatemala, a project designed to teach
students about global responsibility for
the environment was created. U.S. and
Latin American teachers met and learned
about each others' cultures and
environmental problems, then brought
their insights back to their classrooms
through role playing. The effectiveness

of the project and the reaction of
students is discussed.

0081
**A needs assessment of Wisconsin 4-H
dairy leaders /by Sandra Ann Kracht.**
Kracht, Sandra Ann. 1989. Thesis
(M.S.)--University of
Wisconsin--Madison, 1989. Typescript.
vii, 90 leaves : ill. ; 28 cm.
Bibliography: leaves 65-68. (NAL Call
No.: DNAL S533.F66K72).
Abstract: The study provides challenges
to the 4-H dairy program and its
leadership development. The study
identified training and material needs
of 4-H leaders. It also determined the
leader's knowledge of 4-H youth dairy
opportunities and why leaders are
involved in the program. The leaders are
receptive to training and desire
information for creative methods to
reach 4-H members.

0082
**New dimensions for youthreport of the
4-H Program Review Task Force.**
 Fargo, N.D.? : ND Cooperative
Extension Service, 1986 . Cover title.
iv, 115 p. ; 28 cm. Includes
bibliographical references (p. 63-67).
(NAL Call No.: DNAL S533.F66N48).
Abstract: This publication presents an
evaluation of the 4-H youth programming
structure and makes recommendations for
improving 4-H programs. Each chapter
includes an assessment of the current
situation, a rationale for change, and
recommendations. Topics include:
mission, philosophy, and objectives;
curriculum; volunteer support and
development; staff support and
development; image and marketing; and
resources.

0083
**North Carolina 4-H horse programrules
and regulations manual / prepared by
R.A. Mowrey, Jr** .
Mowrey, Bob. Raleigh, N.C. : N.C.
Agricultural Extension Service, 1988 .
Cover title.~ "Shows, futurities, public
speaking, presentations, judging, bowls,
essay, hippology, stable management.".
121 p. : ill. ; 28 cm. Includes
bibliographies. (NAL Call No.: DNAL
SF294.5.M6 1988).
Abstract: This handbook of rules and
classes is intended to help establish a
standard 4-H horse show policy within
the state of North Carolina. Some topics
covered are shows, futurities,
presentations, judging, hippology,
public speaking, bowls, and stable
management.

0084
**Objectives: Their use beyond course
design and administration.**
Kastigar, G.F. Washington, D.C. : The
National Society for Performance and
Instrction. Performance & instruction.
Mar 1990. v. 29 (3). p. 37-38. (NAL Call
No.: DNAL LB1028.5.N3).
Typically objectives are used for the
benefit of the learners, directing their
learning activities during the training
session; and the trainers, directing

their teaching activities during the session. Beyond that, objectives are often under-utilized or even ignored. This article describes several functions in for which objectives can serve the learner, the training department, and the company at large.

0085
On learning research: a conversation with Lauren Resnick.
Brandt, R. (ed.). Alexandria, Va. : Association for Supervision and Curriculum Development. Educational leadership. Dec 1988/Jan 1989. v. 46 (4). p. 12-16. Includes references. (NAL Call No.: DNAL L11.E38).
Lauren Resnick, co-director of the Learning Research and Development Center at the University of Pittsburgh, is considered an expert in interpreting the current research on learning. In this interview she tells how cognitive research is changing and what it means for practitioners.

0086
On the normative aspects of adult education taxonomies.
Bagnall, R.G. Washington, D.C. : American Association for Adult and Continuing Education. Adult education quarterly. Summer 1990. v. 40 (4). p. 229-236. Includes references. (NAL Call No.: DNAL LC5201.A38).
This paper explicates the normative nature of taxonomics in adult education and explores the practical implications of this property. Such taxonomics am argued to be unavoidably infused with recommendations of what ought, or ought not, to be done or be the case, with respect to the realities that they classify. Any use of a descriptive taxonomy may be expected to have a normatively conservative effect, independent of user intentions, on that part of the future which is structured through its application. Alternative possible futures which are incongruent with the principles underlying the classified reality will be excluded from consideration. Accordingly, when developing or using a taxonomy we must be clear and informed about its normative features.

0087
Original spin.
Dormen, L. ; Edidin, P. New York, N.Y. : The Journal. Psychology today. July/Aug 1989. v. 23 (7/8). p. 47-50, 52. (NAL Call No.: DNAL BF1.A4P7).
This article describes methods for improving one's creativity. First, the authors discuss the need to define one's self as a creative person. Second, the authors present three myths about creativity, which need to be avoided. Next, mindfulness versus mindfulness is explored. Last, the authors explain how to create the correct atmosphere for increasing creativity.

0088
A parenthood education model: building on our intellectual foundation.
JHOEA. Southers, C.L. Alexandria, Va. : American Home Economics Association. Journal of home economics. Winter 1990. v. 82 (4). p. 10-15, 55. Includes references. (NAL Call No.: DNAL 321.8 J82).
The Oregon Parenthood Education Curriculum Model enables students to become skilled in using the practical reasoning process to solve the problems of the family as a family. Using this curriculum model, the students and teacher start by identifying a common problem. They consider all the factors in society that might affect what should be done about the problem, the most ideal "desired results", alternative solutions, and consequences of each of the alternative solutions--to the student, the family, and society. The practical reasoning framework enables students to develop critical thinking skills that will prepare them to meet the demands of everyday life. Although the curriculum illustrated in this article is in the content area of parenthood education, the framework also may be appropriate for other content area and at all educational levels from kindergarten through university.

0089
The Phi Delta Kappa study of students at risk.
Frymier, J. ; Gansneder, B. Bloomington, Ind. : The Journal. Phi Delta Kappan. Oct 1989. v. 71 (2). p. 142-146. Includes references. (NAL Call No.: DNAL LJ121.P4P4).
Phi Delta Kappa conducted a study of 22,018 students in 276 schools between October 10 and December 10, 1988. Kappa members and others from 87 Chapters used standardized methods of collecting data concerning 45 risk factors and 13 instructional strategies for elementary, middle and high schools. Teachers and counselors provided factual information on 100 typical students from each school. 25% to 35% of the students studied were found to be seriously at risk. These figures may be low due to lack of teacher knowledge concerning a student's out of school life. 60% of the teachers felt they would have little success in dealing with out of school at risk factors. 90% of the teachers felt dealing with substance abuse and similar student problems was the responsibility of parents, not teachers.

0090
Physical and information sciences and engineering report of the Project 2061 Phase I Physical and Information Sciences and Engineering Panel / panel chair, George Bugliarello.
Bugliarello, George. Washington, D.C. : American Association for the Advancement of Science, 1989. "A Project 2061 panel report"--Cover. xi, 41 p. ; 26 cm. (NAL Call No.: DNAL T73.B83).
Abstract: This report, one of five prepared by scientific panels as part of Phase 1 of Project 2061, discusses all

aspects of the social and behavioral sciences--their nature, principles, history, future directions, social dimensions, and relation to the other sciences--and recommends what knowledge and skills are needed for scientific literacy in these fields. Project 2061 is intended to provide the basis for educational reform in order to improve the quality of education students on all levels will be receiving.

0091
Proactive and reactive planners: an even closer look at needs assessment and needs analysis.
Kaufman, R. ; Bowers, D. Washington, D.C. : The National Society for Performance and Instrction. Performance & instruction. May/June 1990. v. 29 (5). p. 7-10. Includes references. (NAL Call No.: DNAL LB1028.5.N3).
This article discusses the differences and relationships, if any, between needs assessment and needs analysis. It discusses a system approach consisting of: 1) identifying problems and opportunities, and then 2) resolving the problems and taking advantage of the opportunities.

0092
Problem solving with equals: peer collaboration as a context for learning mathematics and spatial concepts.
JLEPAX. Phelps, E. ; Damon, W. Arlington, Va. : American Psychological Assoc. Journal of educational psychology. Dec 1989. v. 81 (4). p. 639-646. Includes references. (NAL Call No.: DNAL LB1051.J6).
Assessed effects of peer collaboration on mathematical and spatial reasoning for fourth graders and on learning with logical-physical materials 1 year later. Subjects were 152 fourth graders, randomly divided into 4 groups: mathematics, spatial reasoning, and 2 control groups. In Year 1, pairs in the math and spatial groups worked together for six sessions on math and spatial problems, respectively. In Year 2, pairs of children in the math, spatial, and Control 1 groups worked together on a series of 6 sessions with balance scale problems. Findings from the pretest/posttest data indicated that peer collaboration is an effective learning environment for tasks that require reasoning, but not for tasks that require rote learning or copying. Futhermore, the learning that occurred in the second year was directly related to first-year gains made by pairs in the math group. Pretest gender differences in favor of boys diminished during the intervention.

0093
Programming language/problem-solving research: a review of relevant issues.
REDRAB. Palumbo, D.B. Washington, D.C. : American Educational Research Association. Review of educational research. Literature review. Spring 1990. v. 60 (1). p. 65-89. Includes references. (NAL Call No.: DNAL L11.R49).

The relationship between computer programming language instruction and problem solving skills are the focus of this article. The ability of the computer to develop the declarative and procedural knowledge needed to develop good problem solvers is not well supported in research findings. Key issues discussed are the question of expertise and problem-solving transfer, treatment-related issues, language-related issues, and selection of a sample for research. BASIC, Logo, and Pascal are the computer languages used in this research.

0094
Proper instructional care: determining instructor and student responsibilities.
Yelon, S.L. Washington, D.C. : The National Society for Performance and Instrction. Performance & instruction. Jan 1991. v. 30 (1). p. 29-33. Includes references. (NAL Call No.: DNAL LB1028.5.N3).
The author describes two types of teaching mistakes: spoonfeeding, in which the instructor provides an element of instruction that the student is capable of providing himself; and instructional neglect, in which an instructor does not provide an element of instruction the student is incapable of providing. Instructional care, the consistent provision of instruction for those who need it and encouragement of self-instruction for those who don't need it, is described as the proper method of teaching.

0095
Proposed and completed studies to evaluate local and multi-county extension programs /edited by Claude F. Bennett.
; Bennett, Claude F. Washington, D.C. : Extension Service, U.S. Dept. of Agriculture, 1974? . Cover title.~ "The papers ... are interim and completed products of "Analyzing impacts of extension programs," a course offered in the 1974 Western Regional Extension Winter School, University of Arizona, Tucson."--Pref. 156, 15 p. ; 27 cm. (NAL Call No.: DNAL aS544.P7).
Abstract: The papers in this anthology were intended to suggest methods to analyze and evaluate impacts of Extension Programs. The publication is a product of a course offered in the 1974 Western Regional Extension Winter School, University of Arizona. Major topics include program evaluation studies, media evaluation studies and staff development evaluation studies. A manual describing how to analyze impacts of extension program is also included.

0096
Putting learning strategies to work.
Derry, S.J. Alexandria, Va. : Association for Supervision and Curriculum Development. Educational leadership. Dec 1988/Jan 1989. v. 46 (4). p. 4-10. ill. Includes references. (NAL Call No.: DNAL L11.E38).
The importance of teaching learning strategies to students is outlined. By

increasing students' repertoires of tactics for learning, a teacher can prepare them to develop their own strategies for problem solving in the classroom and beyond.

0097
The quality school.
Glasser, W. Bloomington, Ind. : The Journal. Phi Delta Kappan. Feb 1990. v. 71 (6). p. 425-435. Includes references. (NAL Call No.: DNAL LJ121.P4P4).
4-H, like schools, is in the business of education. And, like schools, 4-H must be relevant to the needs of today's youth to be successful. Glasser states the major problem with our education system is not a lack of good ideas or personnel, but rather the wrong kind of management. He says most students don't do high quality work because no one expects them to. Dr. Glasser compares todays school with a business and suggests the goal of every business should be to produce high quality products or services. Glasser says students are bored, unchallenged and made to think low quality work is acceptable. He feels we need to move from a coercion style of management to one of cooperative learning. Students will work hard if they feel the work satisfies their needs and is relevant to what they plan to do in the future. 4-H projects, contests and events also need to be relevant if they are to be challenging and meaningful.

0098
Relating needs assessment and needs analysis.
Kaufman, R. ; Valentine, G. Washington, D.C. : The National Society for Performance and Instrction. Performance & instruction. Nov/Dec 1989. v. 28 (10). p. 10-14. Includes references. (NAL Call No.: DNAL LB1028.5.N3).
This article provides an overview of such terms as results-based objectives, needs assessment, needs analysis and training needs analysis. The authors suggest a process that begins with selecting the needs (needs assessment), identifying the causes (needs analysis), preparing the measurable objectives, and identifying possible ways and means to meet the objectives. If training is selected as a viable avenue, then training analysis is recommended.

0099
The relationship between cooperative, competitive, and individualistic attitudes and differentiated aspects of self-esteem.
Norem-Hebeisen, A.A. ; Johnson, D.W. Durham, N.C. : Duke University Press. Journal of personality. This publication is not owned by the National Agricultural Library. Sept 1981. v. 49 (3). p. 415-426. Includes references. (NAL Call No.: DNAL A00015).
A survey of 821 white, middle class, 7th and 12th graders attempts to study the attitudes of interdependence among oneself and others and how that affects self-esteem. Three types of attitudes--cooperative, competitive, and individualistic--results in different views on self-esteem. Cooperative attitudes increases self-esteem, satisfaction with life, and freedom from conditional acceptance. Competitive attitudes show that there is greater dependence required for acceptance and approval. Individualistic attitudes relate negatively to self-esteem and general acceptance of oneself.

0100
Responding to crisis.
Stark, S. Madison, Wis. : Extension Journal. Journal of extension. Spring 1990. v. 28. p. 31-32. (NAL Call No.: DNAL 275.28 J82).
The NDSU Extension Service helped troubled school officials, children and parents prepare themselves with knowledge about what to do when faced with a child abduction. Forty-eight hours after the terrible headlines, every home in Fargo and West Fargo with a child in kindergarten through sixth grade had a copy of a new NDSU Extension Service publication, How To Talk to Your Kids About Strangers: Advice for Troubled Parents. Reacting quickly to a crisis such as child abduction is indicative of an organizational mindset that is societal marketing in its highest form.

0101
Response to contradiction: scientific reasoning during adolescence.
JLEPAX. Burbules, N.C. ; Linn, M.C. Arlington, Va. : American Psychological Assoc. Journal of educational psychology. Mar 1988. v. 80 (1). p. 67-75. Includes references. (NAL Call No.: DNAL LB1051.J6).
In this study we examined how students restructure their scientific ideas in response to contradiction. Using equal numbers of male and female subjects, we presented 166 students aged 12, 13, and 14 with two conditions. In one interview condition, students were asked to make predictions about how much water would be displaced by objects of varying size, shape, and weight. They were then asked to test their predictions with physical apparatus by actually immersing objects in water. In the other interview conditions, students were presented with the same experiences, but with an additional early opportunity to examine the equipment and to generate alternative variables. At first, subjects' predictions were generally wrong (in that they were guided by a weight rule). Gradually, most students changed their predictions in the face of contradictory evidence to a correct rule (volume). During the interview, boys learned the correct rule more quickly than did girls. However, there was a significant Sex X Treatment interaction for girls who had the additional opportunity to examine the equipment. We concluded that for girls, such additional experiences may (a) compensate for an initial lack of familiarity with formal experimental settings and (b) encourage them to use analogical reasoning processes to

generate a list of potentially relevant variables. Furthermore, we noted that conceptual change requires reflection and that science educators should support the learner's mechanisms for restructuring information.

0102
Sampling for social research surveys, 1947-1980 /Irene Hess.
Hess, Irene. Ann Arbor, Mich. : Survey Research Center, Institute for Social Research, University of Michigan, 1985. x, 294 p. : ill. ; 23 cm. Bibliography: p. 283-294. (NAL Call No.: DNAL HN29.H47).
Abstract: This monograph recounts experiences in survey sampling at the Survey Research Center (SRC) from its origin in the late 1940s to the early 1980s. The objectives of this reference work are: to detail sampling practices for continuing personal interview surveys in a national sample of counties; to provide sample design information more extensive than summary statements accompanying data files; to report sampling procedures used to satisfy some special research requirements; and to present a variety of sample designs and the methods used to implement them. Topics include: the development of the multipurpose sample of counties employed for national surveys conducted during the 1970s and early 1980s; sampling procedures within selected counties to obtain samples of housing units and household members; descriptions of household samples; and the use of telephone interviewing for data collection. A glossary containing definitions of technical terms appearing in the text is included.

0103
Searching for enjoyment in children's sports.
Kleiber, D.A. Indianapolis, Ind. : Phi Epsilon Kappa. The Physical educator. This publication is not owned by the National Agricultural Library. May 1981. v. 38 (2). p. 77-84. Includes references. (NAL Call No.: DNAL A00027). The most common response to why children play is "Because it's fun!" This article attempts to discover what is fun in sports for children. The author examines the concepts of sports as play, sports as a motivator, and total absorption into the sport otherwise known as the "flow." Also given are concepts for consideration when planning sporting activities for children. Much of this section may be applied to other types of competition.

0104
A selected and annotated bibliography: the change process in education /Gail J. Skelton, J. W. Hensel.
Skelton, Gail J. ; Hensel, James W. Columbus : ERIC Clearinghouse on Vocational and Technical Education, 1970. "Prepared pursuant to a contract with the U.S. Office of Education.". vii, 95 p. ; 28 cm. (NAL Call No.: DNAL Z5814.T4S5).
Abstract: This document was developed as

a working paper by a research staff concerned with the change process in vocational and technical education. The primary purpose of this document is to provide a review of relevant research concerning the change process in education. Topics discussed include: the change process in education; the relationship between various types of communication processes, patterns and structures in educational organization; decision-making process in an educational organization; and communication patterns of opinion leaders. This collection of works is not intended to be exhaustive nor is it an evaluation of work in the field. Abstracts are arranged under the following headings: Empirical works on the change process; Theoretical or non-empirical works on the change process; Collections of readings on the change process; Bibliographies on the change process; and Works from dissertation abstracts.

0105
Setting goals for professional development.
Duke, D.L. Alexandria, Va. : Association for Supervision and Curriculum Development. Educational leadership. May 1990. v. 47 (8). p. 71-75. Includes references. (NAL Call No.: DNAL L11.E38).
Tenured teachers from over two dozen school districts throughout the United States participated in a three-year professional development project. The purpose was to identify and try to achieve risk-taking goals for their individual personal growth. A model was designed and tested to help identify meaningful goals, amd at the conclusion of the project, participants rated their risk-taking orientation and the overall effectiveness of the project.

0106
Sewing for fun /by Rose Marie Tondl.
Tondl, Rose Marie. Lincoln, Neb. : Cooperative Extension Service, University of Nebraska, 1986-1989 . 24 p. : ill. ; 28 cm. + 1 leader's guide + 1 packet. (NAL Call No.: NBU S533 F66 N42 no.167 S533 F66 N42 no.168 S533 F66 N42 no.169).
In this beginning project, 4-H'ers learn the skill of sewing.

0107
Sex differences in cooperative and competitive attitudes from the 2nd through the 12th grades.
DEVPA9. Ahlgren, A. ; Johnson, D.W. Arlington, Va. : American Psychological Association. Developmental psychology. This publication is not owned by the National Agricultural Library. Jan 1979. v. 15 (1). p. 45-49. Includes references. (NAL Call No.: DNAL BF712.D46).
Examines the results of an attitudinal survey of more than 2,400 students in grades 2-12. The results show that females prefer cooperation over competition while male prefer the opposite. The greatest sex difference

occurred in grades 8-10 where females showed an increase in positive attitudes towards cooperation and males an increase in positive attitudes towards competition. This survey supports other research which found that females are more cooperative and males are more competitive. One must remember that this survey depicts only attitudes, not actual behaviors.

0108
Sex differences in the correlates of cooperative and competitive school attitudes.
DEVPA9. Ahlgren, A. Arlington, Va. : American Psychological Association. Developmental psychology. This issue is not owned by the National Agricultural Library. AGL. Nov 1983. v. 19 (6). p. 881-888. Includes references. (NAL Call No.: DNAL BF712.D46).
Presents an attitudinal study of cooperation as they relate to other school attitudes such as personal worth, behavior control, motivation, and academics. Over 2100 students in grades 2-12 were examined with significant sex differences and attitudinal change. By high school females show some positive correlates shown in the lower grades. Males, on the other hand, lose the negative correlates for competition. Cooperation is seen as positive by both sexes in high school although females identify it with personal worth more than males.

0109
Significant adolescent leadership development experiences identified by established leaders in the United States /by Kathryn J. Cox.
Cox, Kathryn J. 1953-. 1988. Thesis (Ph. D.)--Ohio State University, 1988. vii, 256 leaves. Bibliography: leaves 138-159. (NAL Call No.: DNAL BF723.L4).
Abstract: This descriptive study was designed to: (a) identify experiences recommended by established leaders for adolescent leadership development, (b) identify commonalities in the backgrounds of leaders, (c) discern whether relationships existed between the leaders' recommendations and backgrounds, and (d) discover what similarities existed between the leaders' recommendations and their personal experiences. A stratified sample of 1,000 leaders chosen randomly from 70 directories of established leaders in the United States were surveyed. The major adolescent leadership development experiences leaders recommended were: collaboration, personal characteristic development, mentors and nurturers, culture and citizenship, communications, management control, employment or internships, group leadership, formal education, and significant life experiences.

0110
Snips and snails and puppy dog tails--the use of gender free language in experiential education.
Jordan, D. Boulder, Colo. : Association for Experiential Education. The Journal of Experiential Education. Aug 1990. v. 13 (2). p. 45-49. ill. Includes references. (NAL Call No.: DNAL L11.J68).
This article discusses the continued presence of gender-identified language and behavior in today's society, and the implications such stereotypes have for experiential learning. The author separates language bias into three functions: to ignore one gender, to define a gender, and to depreciate a gender. Examples illustrate each function. For purposes of those involved in experiential learning and outdoor leadership, attention is paid to the unequal emphasis paid to "hard" and "soft" skills. Hard skills are technical, require physical strength, and are highly prized. Soft skills are interpersonal, sensitive, and perceived as easy to obtain. The author cautions that behaviors are influenced by language, and leaders in experiential programs need to be aware of the message they convey to participants. Skills should be encouraged regardless of the sex of the participant. Language must be gender-free and efforts made to allow for discussion of attitudes that reinforce sexual biases.

0111
Social and behavioral sciences report of the Project 2061 Phase I Social and Behavioral Sciences Panel /by Mortimer H. Appley and Winifred B. Maher.
Appley, Mortimer H. ; Maher, Winifred B. Washington, D.C. : American Association for the Advancement of Science, 1989. "A Project 2061 panel report"--Cover. xii, 55 p. ; 26 cm. Includes bibliographical references. (NAL Call No.: DNAL H69.A66).
Abstract: This report, one of five prepared by scientific panels as part of Phase 1 of Project 2061, discusses all aspects of the social and behavior sciences--their nature, principles, history, and future directions--and recommends what knowledge and skills are needed for scientific literacy in these fields. Project 2061 is intended to provide the basis for educational reform in order to improve the quality of education students on all levels will be receiving.

0112
A source book for program evaluation and accountability /compiled by Phyllis E. Worden ; with special assistance from Pam Neumaier.
; Worden, Phyllis E. Fort Collins, Col.? : Colorado State Cooperative Extension, 1987 . "September, 1987"--P. v.~ "Produced by Colorado State Cooperative Extension Communications staff as a cooperative project between PDEMS/USDA and Colorado State.". xv, 215 p. : ill. ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL HV11.S6).
Abstract: This book contains a variety of evaluation ideas and techniques intended to be useful for evaluation and accountability purposes. The questions and possible formats for program

evaluations provided in this publication need to be adapted and tested for specific situations. The publication discusses reactive, non-reactive, and interactive evaluation tools as applied to one-to-one, group, and community evaluations.

O113
The strategy exchange.
Scheier, I. ; Ellis, S.J.~Schindler-Rainman, E.~Wilson, M. San Francisco, Calif. : Jossey-Bass, Inc. Nonprofit and voluntary sector quarterly. Winter 1982/1983. v. 1 (2). p. 43-50. (NAL Call No.: DNAL HV40.J68). The Strategy Exchange was developed for the 1981 National Conference of Volunteerism. It was developed beacause, as conferences grow in size, it becomes harder for participants to meet people with mutual interest. Also, many veterans are becoming bored with the standard conference agenda mix of speakers and workshops. If a conference could arrange for a large number of participants to come together in a large room for a good block of time, a minimal amount of structured exercise could facilitate meaningful interaction. This article describes the objectives, design and logistics of the exchange as it was conducted at the 1981 conference. Readers are urged to adapt this material to suit the needs of their own group.

O114
Student service the new Carnegie unit /Charles H. Harrison ; with a foreword by Ernest L. Boyer.
Harrison, Charles Hampton, 1932-. Princeton, N.J. : Carnegie Foundation for the Advancement of Teaching, c1987. Includes index. xi, 70 p. : ill. ; 24 cm. (NAL Call No.: DNAL LC220.5.H37). Abstract: This report describes a proposal by the Carnegie Foundation for the Advancement of teaching for a "service requirement" for high school students that would involve them in work in the community or at school. The objective of such a program would be to let young people know that they are needed and help students see a connection between what they learn and how they live. The publication contains both a theoretical explanation and case studies of student service programs already in operation.

O115
Study circles: new life for an old idea.
Oliver, L.P. Washington, D.C. : American Association for Adult & Continuing Education. Adult learning. Nov 1990. v. 2 (3). p. 20-22. ill. (NAL Call No.: DNAL LC5201.A382). The study circle is not a new concept but one that has resurfaced after a decade of self-directed learning. It is based on the principles of adult learning, a common nomenclature to ease communication, and a common focus for democratic participation in learning. Through concern for individual growth and community building, study circles provide for informed choices, participation in setting policy, and

becoming involved in the democratic process.

O116
Study of 4-H youth and 4-H programmingpart II /Robert B. Lewis, study director ; Anne L. Heinsohn, Pennsylvania project coordinator ; Warren S. Mauk, Texas project coordinator.
; Lewis, Robert B.~Heinsohn, Anne L.~Mauk, Warren S.,; 1933-. University Park, Penn. : Pennsylvania State University ; College Station, Tex. : Texas A. & M. University, 1976 . "November 1, 1976.". 116 leaves : ill. ; 28 cm. Includes bibliographical references (leaves 84-85). (NAL Call No.: DNAL S544.F66S8). Abstract: Part II of the 4-H Youth and 4-H Programming study was undertaken to develop programs and strategies that will increase involvement and participation by youth 13-19 years of age. The study includes four major components: training of professional and volunteer staff, program development, conducting programs with youth, and evaluation. Various programming methods were used by staff and volunteers in three Pennsylvania and three Texas counties. Some of the conclusions reached which are critical to ad olescent programming are: 1) undertaking such programs requires commitment by all levels of extension, 2) staff and volunteer training must be specific to working with adolescents, 3) recruitment and training of volunteer adult advisors is critical, and 4) programming efforts must contain elements of fun and include social recreational experiences.

O117
Suicidal behavior and gifted adolescents.
Leroux, J.A. Bloomfield, Mich. : Roeper City and Country School. Roeper review. This publication is not owned by the National Agricultural Library. AGL. Nov 1986. v. 9 (2). p. 77-79. Includes references. (NAL Call No.: DNAL A00023). This article presents 8 parental insights into their son's suicide. Reasons given included fear of reality, fear of losing friends when leaving for college, suicide of a friend, and not receiving recognition for artistic talents. Activities such as athletics which can increase social contacts and balance out excessive energy or anger were seen by the parents as harmful because they emphasized competition more than fun. Further study into the insights of parents toward their children's suicide is recommended by the author.

O118
Survey of research on learning styles.
Dunn, R. ; Beaudry, J.S.~Klavas, A. Alexandria, Va. : Association for Supervision and Curriculum Development. Educational leadership. Mar 1989. v. 46 (6). p. 50-58. Includes references. (NAL Call No.: DNAL L11.E38). This article is a ten year review of the literature on learning styles. The

authors begin with a summary of the correlational studies, including a discussion of hemisphericity or right/left brain functions. Next, the experimental research is presented. Topics include influence of learning environments, sensory preferences, and social preferences. Following this, research on time of day learning preferences is discussed. Last, research addressing mobility and physical activity needs is described.

0119
Teacher characteristics and competencies related to substance abuse prevention.
Jones, R.M. ; Kline, K.~Habkirk, S.A.~Sales, A. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1990. v. 20 (3). p. 179-189. Includes references. (NAL Call No.: DNAL HV5808.J68).
Teacher characteristics and competencies perceived as beneficial for preventing substance use among students were identified through a literature search, review of existing prevention curricula, and consultation with state and local experts. These qualities were integrated into a questionnaire and administered to acknowledge professionals in the substance use and abuse arena who were affiliated with universities, public schools, and prevention/intervention agencies. A factor analysis yielded six constructs which were then scaled, examined for psychometric appropriateness, and subsequently employed to quantify perceptions of importance. Teacher-Student Relations emerged as the most important aspect of teacher comportment, followed by knowledge associated with Human Behavior, Substances, User Recognition and Referral, Prevention Curricula, and Legal Issues. These findings are encouraging in that the characteristics and skills perceived as important to prevention can be developed in both pre- and in-service teacher training.

0120
Technology report of the Project 2061 Phase I Technology Panel /by James R. Johnson.
Johnson, James R. Washington, D.C. : American Association for the Advancement of Science, 1989. xii, 32 p. ; 26 cm. (NAL Call No.: DNAL T65.J63).
Abstract: This report, one of five prepared by scientific panels as part of Phase 1 of Project 2061, discusses all aspects of technology--its nature, principles, history, future directions, social dimensions, and relation to science--and recommends what knowledge and skills are needed for scientific literacy in these fields. Project 2061 is intended to provide the basis for educational reform in order to improve the quality of education students on all levels will be reviewing.

0121
A text development process to improve the comprehensiblity of educational text /by Penny Risdon.
Risdon, Penny. 1990. Thesis (Ph. D.)--Virginia Polytechnic Institute and State University, 1990. Vita.~ Abstract. vii, 113 leaves : ill., forms ; 28 cm. Bibliography: leaves 78-83. (NAL Call No.: DNAL LB3045.8.R5).
Abstract: This study investigated a systematic process for improving the understanding or comprehensibility of the educational publications produced by the Cooperative Extension Service. A model of a publication development process based on learning principles was created. This study investigated the effectiveness of the model with Extension subject-matter specialists developing publications for 4-H youth. Specifically, this study was conducted in three parts: the model of the text-development process was taught to subject-matter specialists; the specialists in turn used the model to develop educaitonal texts for 4-H youth; and finally comprehensibility testing of the text passages produced by the specialists with 4-H youth members and adult leaders was conducted.~ This study confirmed that the utilization of learning principles within the text-development process can improve the comprehensibility of subject matter information presented in Extension educational publications.

0122
Three approaches to evaluation: a ropes course illustration.
Braverman, M. ; Brenner, J.~Fretz, P.~Desmond, D. Boulder, Colo. : Association for Experiential Education. The Journal of Experiential Education. May 1990. v. 13 (1). p. 23-30. ill. Includes references. (NAL Call No.: DNAL L11.J68).
The adventure ropes course, part of California's 4-H program, is examined and used to illustrate three approaches to evaluating outdoor adventure education programs. Program monitoring, experimental studies, and naturalistic evaluation, are activities program designers can use for fine-tuning their program on a day-to-day basis and can be used for describing its operations to outside parties.

0123
To develop thinking citizens.
Rowe, J.W. Alexandria, Va. : Association for Supervision and Curriculum Development. Educational leadership. Nov 1990. v. 48 (3). p. 43-44. (NAL Call No.: DNAL L11.E38).
This program developed at Provincetown Elementary School integrates direct instruction of critical and creative thinking skills for its students. Identifying problems facing their community, students at all grades select one problem and collectively participate in the decision making and problem solving processes. Through this democratic process, students develop an understanding that what seems to be a

good solution may have a negative impact on an important segment of the community. They also develop an understanding of how their local government works as well as an understanding of the privileges and responsibilities of citizenship.

0124
Toward reform of program evaluation /Lee J. Cronbach ... et al. .
; Cronbach, Lee J.; 1916-. San Francisco : Jossey-Bass Publishers, 1980. Includes indexes. xxii, 438 p. ; 24 cm. Bibliography: p. 384-412. (NAL Call No.: DNAL H62.T59 1980).
Abstract: This book discusses the conduct of evaluations and describes the institutional characteristics and the complexities of the evaluative task. Those who conduct evaluations, those who advise on conducting evaluations, planners and managers of social programs, scholars in the social sciences, social activists, and persons concerned with human service programs are all part of the intended audience. This publication is designed to help understand evaluation and its possible contribution to the accomplishment of an objective. Anecdotes and examples are used to develop images of what is to be avoided and what is to be admired.

0125
Trainers and teachers: strategies from the third grade.
George, P.S. Alexandria, Va. : American Society for Training and Development. Training and development journal. Sept 1987. v. 41 (9). p. 68-73. Includes references. (NAL Call No.: DNAL BF636.T7).
This article by Paul George provides a synthesis of research on effective teaching, highlighting the "secrets" that have produced increased learning and achievement in the public school setting and have special promise for corporate classrooms. The "secrets" include positive structure, curriculum alignment, set induction, structured momentum, guided practice and targeted individualization.

0126
Training for change agents a guide to the design of training programs in education and other fields /Ronald G. Havelock and Mary C. Havelock ; with the staff and participants of the Michigan Conference on Educational Change Agent Training (CECAT).
Havelock, Ronald G. ; Havelock, Mary C. Ann Arbor, Mich. : Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, 1973. xiii, 249 p. ill. ; 24 cm. Bibliography: p. 235-238. (NAL Call No.: DNAL HM101.H3).
Abstract: This book is a resource for individuals who are "change agents" in all areas of education. The format follows the outline of the Michigan Conference on Change Agent Training upon which the book is based. Part I of the book describes how to develop training programs in the areas of helping skills

and resource utilization. Chapters in this section address the process of change, goals of training, principles of training design, and the framework for training design. Part II discusses alternative models of similar training programs for different groups. This section addresses four types of training programs: development of self-renewal capacity in schools, facilitation of political and structural changes within schools, linkage of schools to other resources, and improvement of the effectiveness of other educational agencies.Michigan Conference on Educational Change Agent Training

0127
Training 'toons: using cartoons in training presentations.
Yelon. S. ; Anderson, W. Washington, D.C. : The National Society for Performance and Instrction. Performance & instruction. Nov/Dec 1989. v. 28 (10). p. 21-25. ill. Includes references. (NAL Call No.: DNAL LB1028.5.N3).
One simple, inexpensive technique for trainers to use to make their presentation more effective is cartoons. This article examines such areas as: why cartoons should be used, when to use cartoons, how to select and use cartoons.

0128
Training trainers to teach -- T3/Peggy Adkins ... et al. .
; Adkins, Peggy M.; 1951-~Kolb, David A.,; 1939- . Washington, D.C.? : Land-Grant University Cooperative Extension 4-H System, Extension Service, U.S. Dept. of Agriculture ; Bethesda, Md.? : National 4-H Council, 1989? . Title from p. i.~ Loose-leaf format.~ Accompanied by: LSI : Learning-Style Inventory / David Kolb, c1981, rev. 1985.~ Developmental funds provided by Beatrice Foundation, Inc. 2 v. : ill. ; 30 cm. (NAL Call No.: DNAL HV41.T7).
Abstract: This curriculum was prepared by a group of faculty representing the Land-Grant University Cooperative Extension 4-H System, Extension Service/USDA, and the National 4-H Council. It was tested by over 20,000 salaried and volunteer Extension 4-H staff who have piloted this material in fifteen states, eight regional workshops, and nine national workshops. Experiential learning is the core of this material. The primary use of the curriculum is to equip volunteers interested in becoming trainers with the skills to accomplish that task. It can be used in any learning situation, with any age group and composition of learners, to any subject matter.

0129
Turning pointspreparing American youth for the 21st century : the report of the Task Force on Education of Young Adolescents.
Washington, D.C. : Carnegie Council of Adolescent Development, Carnegie Corp. of New York, c1989. "June 1989.". 106 p. : ill. ; 28 cm. Includes bibliographical references (p.86-92). (NAL Call No.:

DNAL LB1623.C2).
Abstract: This report examines the
status of young adolescents and
discusses recommendations for improving
middle grade school education in order
to reduce the number of youth at risk in
America. The first section presents the
current status of young adolescents in
the United States, including statistics
on substance abuse, sexual activity,
school dropouts, academic proficiency,
and mortality. The middle section
contains a chapter on each of the
following recommendations for change:
creating a community for learning,
teaching a core of common knowledge,
ensuring success for all students,
empowering teachers and administrators,
preparing teachers for the middle
grades, improving academic performance
through health and fitness, reengaging
families in education , and connecting
schools with communities. The final
section discusses the role of educators,
parents, community organizations, health
professionals, and government leaders in
the effort to improve education.

0130
**Understanding and improving small group
performance**.
Harbour, J.L. Washington, D.C. : The
National Society for Performance and
Instrction. Performance & instruction.
Jan 1990. v. 29 (1). p. 1-7. Includes
references. (NAL Call No.: DNAL
LB1028.5.N3).
Teamwork, cooperation, and communication
are essential elements in small group
performance. Actual productivity, the
performance outcome of group performance
can only be accomplished if the task to
be completed is clearly defined. The
author classifies tasks as unitary,
divisible, maximizing or optimizing,
disjunctive, conjunctive, additive,
compensatory or discretionary and
summarizes each. Additionally, the
group's resources and what they do with
them are discussed as well as
troubleshooting small group performance.

0131
Understanding diversity.
Sobol, T. Alexandria, Va. : Association
for Supervision and Curriculum
Development. Educational leadership. Nov
1990. v. 48 (3). p. 27-30. ill. Includes
references. (NAL Call No.: DNAL
L11.E38).
This article discusses the New York's
Department of Education's a plan to
address cultural diversity within its
school curriculum. As 600,000 immigrants
come into the United States annually, it
is estimated that by the year 2020 that
one out of three people will be a
minority. Our educational system
therefore needs to address a
multicultural, multiethnic, and
multilingual curriculum. Listed are
several considerations New York is
reviewing in developing their program.

0132
**The use of management information
systems in volunteer program management**.
Sigler, R. ; McNutt, J.G. Boulder, Colo.
: Association for Volunteer
Administration. The Journal of volunteer
administration. Fall 1982. v. 1 (1). p.
47-54. Includes references. (NAL Call
No.: DNAL HV91.J68).
The management information system is a
useful tool for managers of any size.
Management information systems provide
factual data which can be used in making
management decisions. This article
provides background material on these
systems and discusses the process needed
to establish an effective system to be
used with volunteer programs. .

0133
**Vocational special needs /Michelle
Donnelly Sarkees, John L. Scott**.
Sarkees, Michelle Donnelly. ; Scott,
John L. Homewood, Ill. : American
Technical Publishers, c1986. 433 p. :
ill. ; 29 cm. Includes bibliographies
and index. (NAL Call No.: DNAL
LC4622.S27 1986).
Abstract: This text discusses the
planning and management of vocational
training programs for handicapped and
disadvantaged students who have special
needs. The book is divided into 12
modules, each covering a specific area
of vocational special needs education.
Each module is self-contained and may be
studied independently of other modules.
Topics include: referral,
identification, and placement of special
needs learners; vocational assessment
and individualized education programs
for special needs learners; interagency
collaboration and cooperative planning;
applying rehabilitation technology to
vocational programs; instructional
techniques for special needs learners;
learner evaluation and grading
procedures; and transition, job
placement, and follow-up for special
needs learners.

0134
**The Walkabout Model: an interview with
Peter Copen**.
Knapp, C.E. Boulder, Colo. : Association
for Experiential Education. The Journal
of Experiential Education. Spring 1989.
v. 12 (1). p. 26-32. ill. Includes
references. (NAL Call No.: DNAL
L11.J68).
After giving a brief history of the
Walkabout program, the co-creator, Peter
Copen, is interviewed and provides a
detailed description of the program and
its underlying philosophy. Created in
1977 for high school juniors and seniors
in Yorktown Heights, New York, the
Walkabout Program's main goal was to
help adolescents become capable adults
through the development of self-esteem.
Now, more than 12 years after its
inception and the fact that Peter Copen
has left the program to pursue other
education interests, the Program still
flourishes with students participating
in the Program scoring above the
national average in academic
achievement. The students also show

improvement in self concept and attitudes towards school.

0135
What influences farmers' computer use? The enthusiasm and frustration computers bring.
Iddings, R.K. ; Apps, J.W. Madison, Wis. : Extension Journal. Journal of extension. Spring 1990. v. 28. p. 19-21. Includes references. (NAL Call No.: DNAL 275.28 J82).
The study at the University of Wisconsin-Madison seeks to determine how much a farmer will actually use his/her computer after purchase. The introductory study looked broadly at the farmers' background, environment, and personality. It set out to discover what focuses in farm life enhance or diminish a farmer's computer use. The variables suggested include: Complexity of Farm, Degree of External Support, Age, Views on Management, Time, Experience, Network, Availability of Information, and Personality and Approach to Learning. Several implications are suggested by these preliminary findings that might facilitate the use of computers.

0136
What is needs assessment?.
McArdle, G.E.H. Washington, D.C. : The National Society for Performance and Instrction. Performance & instruction. July 1990. v. 29 (6). p. 12-13. (NAL Call No.: DNAL LB1028.5.N3).
This article defines needs assessment, describing it as the most important step in identifying problems or other issues in the workplace. It is also used to determine if the development of a training program is an appropriate intervention. Preliminary steps prior to conducting a needs assessment and the actual needs assessment process are discussed.

0137
When covariation is not enough: the role of causal mechanism, sampling method, and sample size in causal reasoning.
CHDEAW. Koslowski, B. ; Okagaki, L.~Lorenz, C.~Umbach, D. Chicago, Ill. : University of Chicago Press. Child development. Dec 1989. v. 60 (6). p. 1316-1327. Includes references. (NAL Call No.: DNAL RJ1.C3).
College students and college-bound ninth and sixth graders read several story problems in which a problem solver tried to find out whether a target factor was causally related to an effect. Each story problem included information about possible mechanisms that could have mediated between factor and effect (mechanisms present vs. absent), sample size (large vs. small), sample method (direct intervention vs. natural occurrence), and results (target factor did vs. did not convary with the effect). For each problem, subjects rated the likelihood that the target factor was causally related to the effect. Like scientists, subjects did not base their causal judgments solely on covariation. Furthermore, when

covariation was absent, age differences were negligible. In contrast, when covariation was present, age differences were striking. The results suggest that adolescents hold a tacit theory of evidence in which the presence of covariation is accorded a kind of primacy so that the presence of covariation overrides other evidence that calls causation into question.

0138
Why kids play or do not play organized sports.
Weinberg, R.S. Indianapolis, Ind. : Phi Epsilon Kappa. The Physical educator. This publication is not owned by the National Agricultural Library. May 1981. v. 38 (2). p. 71-76. Includes references. (NAL Call No.: DNAL A00027).
This article discusses some of the reasons why youth choose to participate in sports and others choose to drop out of sports. Reasons for participating include the need for affiliation with peers, the need to excel in an activity, and the need to control or dominate other people. Reasons for dropping out include too competitive, other interests, no longer fun, and too much stress. This article also discusses the problems associated with rewards to encourage better performance.

0139
Why those darned training problems won't go away.
Nickols, F.W. Washington, D.C. : The National Society for Performance and Instrction. Performance & instruction. Jan 1990. v. 29 (1). p. 13-15. Includes references. (NAL Call No.: DNAL LB1028.5.N3).
Problem solving first begins with defining the problem and attaching a label to the problem for resolution. The label directs and focuses attention to the locus of the problem. The author suggests that management often knowingly mislabels the problem as a "training" problem, because it is politically desirable and is an important survival mechanism for managers and management.

0140
Youth/adult partnership: a proven approach to relevant programs.
Chandross, K.R. Tucson, Ariz. : Associates for Youth Development. New designs for youth development. Fall 1989. v. 9 (4). p. 18-19. ill. (NAL Call No.: DNAL HQ793.N48).
In a society where adults feel they are responsible for youth and therefore should make all decisions concerning youth, a program in existence since 1979 demonstrates that by providing youth with support and information, youth are capable of decision making, planning, implementation and evaluation of programs. The Youth Participation Project, created by the Nassau County Youth Board in 1979, discuses how youth can join partnerships with adults in assessing youth needs, determining youth services priorities, and shaping youth service delivery systems.

O141

**4-H and Agricultural Education Crosswalk
Program for high school credit a pretest
evaluation /Glenn J. Applebee and Janet
E. Hawkes.**
Applebee, Glenn J. ; Hawkes, Janet E.
 Ithaca, N.Y. : Cornell University, 4-H
Program Office, 1989 . Cover title.~
"August, 1989.". 43 p. ; 28 cm. (NAL
Call No.: DNAL S533.F6A62).

Abstract: In the fall of 1988 and the
Spring of 1989, a pretest of the 4-H and
Agricultural Education crosswalk Program
for High School Credit was conducted in
three New York State counties.
Evaluation was conducted throughout the
pretest and continues. This report
begins with a description of the changes
in agriculture leading to the need for
programs such as the 4-H Crosswalk and
follows with the background of the
program itself. It then relates the
processes and results of the pretest,
and the recommendations offered for the
program's improvement.~ Objectives of
the pretest were to: 1) Conduct a
limited trial of the 4-H Agricultural
Education Crosswalk model to test and
develop an implementation plan; 2)
Refine and evaluate the 4-H Agricultural
Education Crosswalk model; 3) Obtain
input from a variety of sources on this
alternative delivery system for
agricultural education; and 4) Develop a
manual based partially on pretest
results for training programs for
teachers, leaders and extension staff in
crosswalk program implementation. County
selection was based on interest of the
Cornell Cooperative Extension 4-H Youth
Development staff in the county, level
of vocational agriculture instruction
occurring in secondary school districts
in the county and geographic
distribution.

O142

**4-H camp counselor manual, Hunterdon
County, New Jersey /Terese (TC) Flory.**
Flory, Terese. Hunterdon County, N.J. :
Rutgers Cooperative Extension of
Hunterdon County, 1987 . Cover title.
51 p. : ill. ; 29 cm. Includes
bibliographical references. (NAL Call
No.: DNAL S533.F66F53 1987).

Abstract: This manual is designed to
give an overview of the requiremets and
job expectations of a 4-H camp
counselor. New Jersey offers two types
of 4-H camps-Cook Camp which has a
woodsy atmosphere and an "Indian" tribe
theme, and Beemerville Camp which has a
more farmlike atmosphere and a "Cowpoke"
theme. This training manual includes
simple lessons on first aid, information
on how to deal with emergencies, types
of games, programs, and activities to do
with the campers, and an example of a
typical daily schedule.